R E P O R T R E S U M E S

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THE JAMES MADISON WOOD QUADRANGLE, STEPHENS COLLEGE, COLUMBIA, MISSOURI.

BY- MCBRIDE, WILMA
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THE JAMES MADISON WOOD QUADRANGLE AT STEPHENS COLLEGE IS A COMPLEX OF BUILDINGS DESIGNED TO MAKE POSSIBLE A FLEXIBLE EDUCATIONAL ENVIRONMENT. A LIBRARY HOUSES A GREAT VARIETY OF AUDIO-VISUAL RESOURCES AND BOOKS. A COMMUNICATION CENTER INCORPORATES TELEVISION AND RADIO FACILITIES, A FILM PRODUCTION STUDIO, AND AUDIO-VISUAL FACILITIES. THE LEARNING CENTER, ALL LEARNING AREAS OF THE EXISTING CAMPUS, AND THE COMMUNICATION CENTER ARE CONNECTED BY AUDIO LINES WHICH PERMIT COMMUNICATION BETWEEN THESE FACILITIES. A VARIETY OF FULLY-EQUIPPED CLASSROOMS, AUDITORIUMS, AND MULTI-PURPOSE AREAS ADDS TO THE FLEXIBILITY OF THE COMPLEX AS A WHOLE. (AD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Columbia, Missouri

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THE JAMES MADISON WOOD QUADRANGLE STEPHENS COLLEGE

Columbia, Missouri

"A college has the responsibility of rallying every reasonable resource which will facilitate and enrich teaching and learning." (Here the amplified telephone brings nationally recognized experts into the college classroom.)

Foreword

DEVELOPING A CREATIVE SETTING FOR LEARNING

Helping its students to learn is the primary task of an undergraduate college. To that end it has the responsibility of rallying every reasonable resource which will facilitate and enrich teaching and learning.

Within this century, and more especially within the past two decades, exciting new aids have become available which could effect a minor if not a major revolution in higher education. In our learning center, the James Madison Wood Quadrangle, we have sought to bring together the most promising of these new resources with the best of the old in developing as creative a setting for learning as is possible in a private college of modest size in our day.

Our new facilities have grown out of wide consultation and intensive planning over a period of five years. Consultants from education, science, engineering, architecture and industry have prodded our thinking and checked our conclusions. Scores of our faculty and staff have shared in defining the educational ends to be served, identifying the resources most needed, and reviewing proposed solutions.

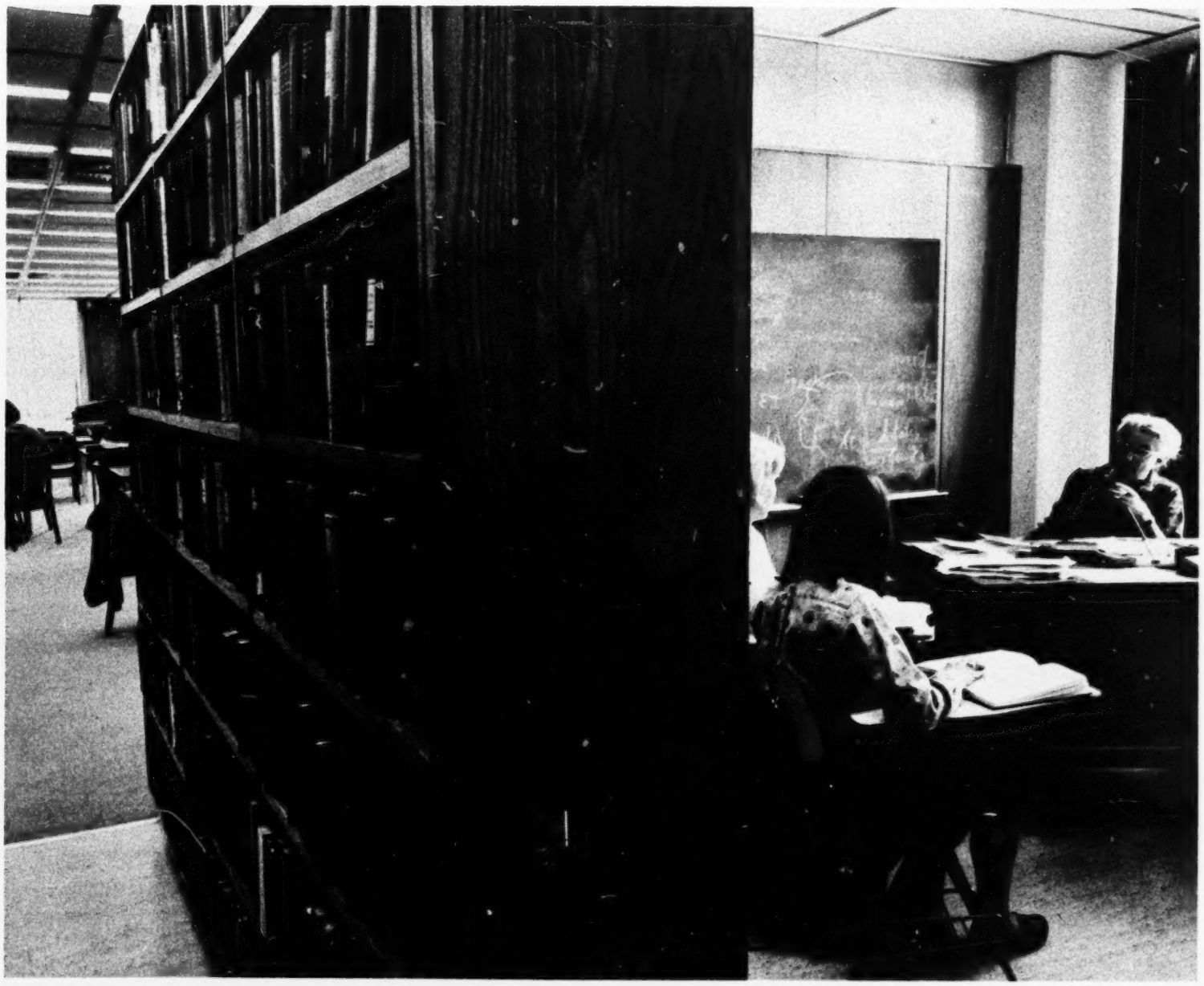
The resulting Quadrangle is as of this time unique among American colleges and universities. It provides a distinctive drawing together of an unusual range of learning resources, making them readily available to students and teachers in an environment which is conducive to sound learning.

We have here an extraordinary opportunity to use, test and evaluate some of the newer approaches to education which have been opened to us only in recent years. To undertake such a venture is not new to the Stephens tradition, for this College has been a pioneering and experimenting institution throughout the century. Continuing this tradition with our new facilities, we anticipate an appreciable strengthening of our own program in providing a distinctive education for women.

In seeking to serve our own students better we hope that our experience may also prove valuable to other institutions. Accordingly, we invite interested educators to visit the Quadrangle and to share our experience with these facilities for educational experimentation.

DR. SEYMOUR A. SMITH
President of Stephens College

Office-seminar spaces throughout the Wood Quadrangle provide for intimate dialogue between students and scholars . . . "the essence and crowning jewel of any first-rate education."



Introduction

A REGROUPING OF FORCES AND RESOURCES

Of all the facilities on the American campus today, the learning center is of first concern. New colleges are literally designing themselves around the learning center, to which all other physical facilities are satellite and subservient. And many an old established college is regrouping its forces and resources around a new learning center.

The centers are as various as their names: communications center; library-classroom complex; center of communicative arts; and sometimes just plain library, but built nevertheless to include all the carriers of information and the variety of rooms necessary to transmission of information. Whatever the nomenclature, these are the places where the main business of education is transacted, where all the carriers of academic information—both animate and inanimate—are accumulated and connected.

The James Madison Wood Quadrangle is the Stephens College learning center, where—more than on any other campus—are brought together the enabling elements of instruction.

Included in the Wood Quadrangle are library, electronically equipped classrooms varied in size, multi-purpose areas, office-seminar spaces, teaching auditorium, lecture theatre, listening rooms, closed circuit TV and radio studios, FM broadcast facilities, laboratories, galleries, art studios—indeed, all of the facilities associated with the mind. In addition to the distinguished new buildings of the Quadrangle, there is a superior rehabilitation of an older building, Walter Hall, possibly the best job of remodeling since Harvard renewed Boylston Hall.

Stephens has made as full use of electronic and audiovisual equipment as the current state of the art warrants. Although far from being "hardware happy," the Wood Quadrangle learning center nevertheless employs all the modern devices we know how to manage for transmitting information.

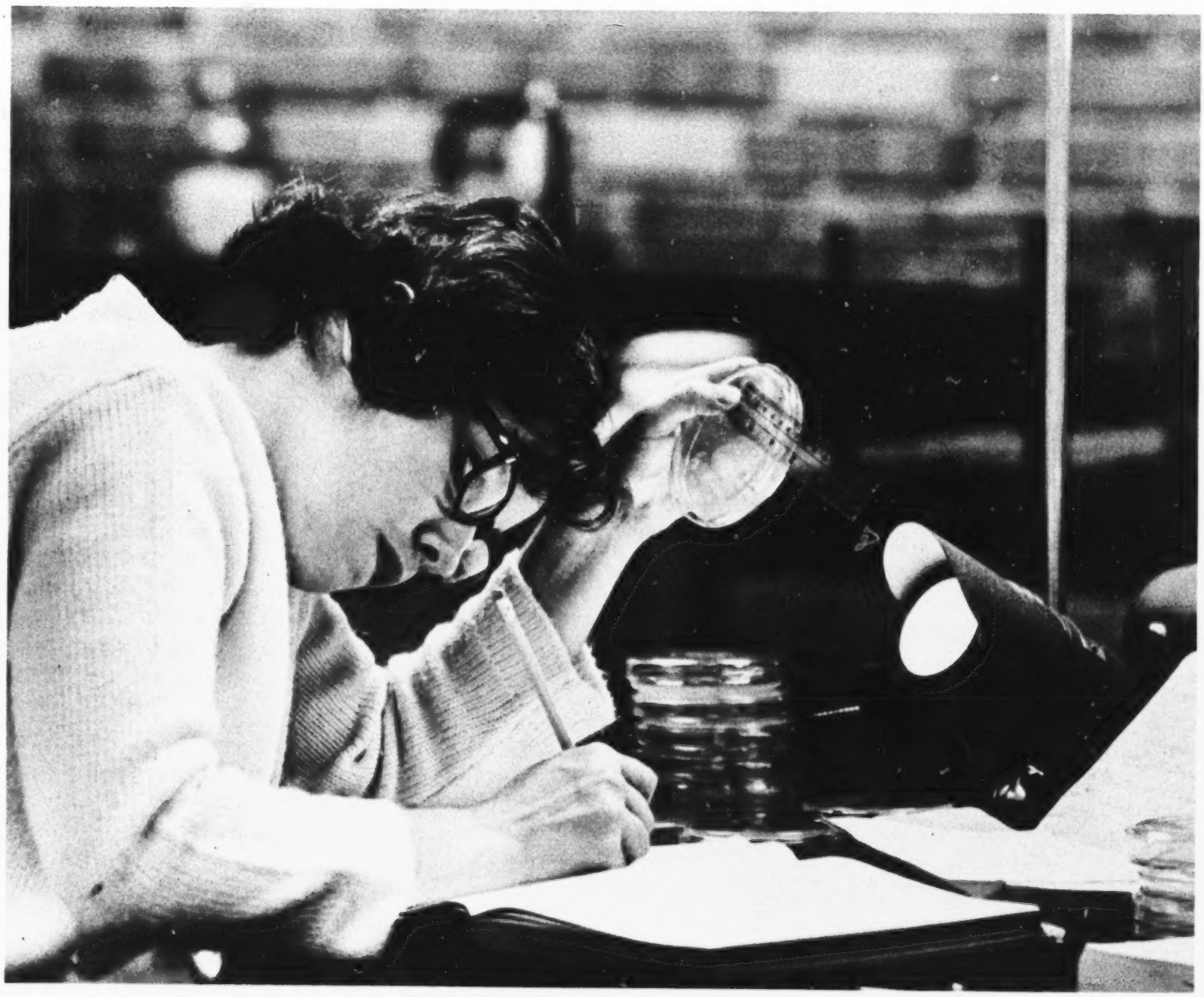
Stephens goes a step further than many a college in enlisting the dormitory as an academic aid rather than only as a place of nocturnal storage. Closed circuit instructional television, transmitted from the learning center, is received in all residence halls, enabling classes to be held in each hall. Moreover, under the Stephens House Plan, students of at least one residence hall attend a full schedule of classes held in the hall itself, and are taught and advised by faculty officed in a separate section of the hall.

It behooves many a college official to visit the Wood Quadrangle learning center at Stephens if (1) he is planning a new college and desires to design it around instruction; or (2) he is reshaping an older college and desires to group the facilities, old and new, so as to bring order into what may have grown up through the years to be an amorphous mass of whimsy, blunder and memorial.

At Stephens College in Columbia, Missouri, the visitor will see the most sensitive adaptation of the best we know at the moment, along with preparations for embracing with least cost and greatest ease what seems likely to come next.

Dr. Harold Gores
President of the
Educational Facilities Laboratories

"... an environment which invites the student to learn."



A Modern Learning Center

THE JAMES MADISON WOOD QUADRANGLE

The James Madison Wood Quadrangle Symbolizes a Challenge

The James Madison Wood Quadrangle is truly a center for learning. It is more than a cluster of individual buildings; it is an educational concept translated into spaces designed for a multiplicity of kinds of learning. Its library is more than a collection of books; it provides for the whole campus not only the rich resources of the printed page, but also the knowledge recorded in the modern format of discs, tapes, pictures, slides, films and programed instruction. Its classrooms are more than places for students and teachers to meet together; they are designed and equipped to supply the instructor and his class immediately and easily with whatever audio or visual material is needed to supplement the current study. It is more than a place where classes and conferences are held; it is an environment which invites the student to learn through its well equipped laboratories and project rooms, through its corridor exhibitions and displays, through its inviting reading nooks and quiet study spaces. It is more than a building for the present; it not only provides the time tested facilities for teaching and learning, but also incorporates through its electronic heart the newest developments that modern technology has produced and the means whereby further new developments may be added. The James Madison Wood Quadrangle provides the students and faculty of Stephens College with more than a new and modern facility for learning; it provides and symbolizes a challenge to continue Stephens' long history of dedication to excellence in teaching and learning.

In addition to printed materials, the Resources Library houses a fine collection of art works; audio tapes containing lectures, interviews, speeches, music and programed instructional materials; stereophonic and monaural recordings; films; slides and other audio and visual materials, catalogued and available for use.

THE STEPHENS COLLEGE LEARNING CENTER AS A FUNCTIONING EDUCATIONAL FACILITY

To understand adequately and appreciate the actuality of the James Madison Wood Quadrangle as a learning center, one must seek to comprehend it as an integral part of a dynamic, functioning educational process. One must be aware that its varied buildings and spaces and rooms contain elements and parts and subsystems of a major interconnecting communication system that extends throughout the entire learning center. One must see the library, the lecture room, the classroom and the faculty office as differing kinds of laboratories and with differing but related materials for the job of learning. One must be aware that the buildings and the educational media facilities in them are parts of a unified systems design. It is this characteristic which makes the Quadrangle unique—a "systems concept"—a concept which evolved from a basic study of educational objectives, from clear statements of course content and methodology, and from a critical analysis of current and desired technological developments in educational media. It evolved from a realization that many areas of instruction are interrelated and that equipment used in instruction can have a higher level of use and greater efficiency through systematic planning. The systems approach employed in the learning center interrelates areas to areas, media to media, and areas to media, each being reciprocal and complementary parts of the whole.

The James Madison Wood Quadrangle represents the design of space in such manner that it can be used for many different purposes. It provides a variety of learning resources, including many different sizes and types of space adaptable to various educational purposes. It achieves close proximity among the spaces, resources and persons working together for effective teaching and learning. It permits easy availability of all of the resources which demonstrably improve the educational process.

Through application of the systems concept, all spaces are linked together by an electronic communication system composed basically of a dual coaxial cable network accompanied by a series of audio lines and incorporating many subsidiary communication systems in classrooms, auditoriums, exhibition galleries, lobbies and corridors. Such a unique system allows for considerable transfer of information to and from the various spaces and the central information source.

The learning center as a functioning educational facility can be understood best and its significance grasped by considering coordinately its architectural and technological features and the educational functions which they serve.

The Library

The central and most imposing building of the James Madison Wood Quadrangle is the four-story Hugh Stephens Resources Library. Faced on its exterior by tall white limestone columns with expansive windows between them, the library presents a light, almost delicate, appearance as seen from the inner campus looking past the chapel up to the slope on which it is located. It suggests a feminine quality suitable to a woman's campus. Its lower terrace level faces toward the inner court and the Sculpture Court of the Quadrangle. Its main floor may be entered from the promenade deck which joins the buildings of the Quadrangle. A mezzanine floor above the main floor may be reached from an open stairway ascending through a large open well, and above the mezzanine is the Alumnae Penthouse Study which overlooks the campus and the countryside toward Stephens Lake.

Housed in the library are more than 75,000 volumes of printed materials. Included also is a large collection of fine reproductions of paintings and prints as well as original art works. The library resources include audio tapes containing lectures, interviews, speeches, music and programed instructional materials, stereophonic and monaural recordings, films, slides and other audio and visual materials, catalogued and available for use.

TERRACE FLOOR OF RESOURCES LIBRARY

The terrace level of the library has access from the main floor and also from the display corridor and lobby beneath the promenade. On this level are many examples of some of the most unique features of the learning center as a whole. The entire floor is underlaid with a network of ducts which permits electronic connection with the communication center of the Quadrangle. This makes possible the installation at any point on the floor of

Small group listening rooms equipped with stereophonic consoles make the large collection of recordings readily available for study and enjoyment.

any electronic device that the College now possesses or may add in the foreseeable future. Already installed is a series of learning carrels completely equipped with tape decks which permit the student to play tapes previously recorded or to make her own. Here she also may listen to assigned lessons, recorded speeches and lectures. A console permits the librarian to provide the same material for a group of students or make a variety available to individuals. Slide projectors, miniature TV sets and motion picture machines will be made available for appropriate materials. Microfilm readers will make filmed books and newspapers readily available. A series of listening rooms, equipped for stereophonic playback, are available for small groups of students to play from the large collection of recordings either for leisure enjoyment or for assigned listening. On this floor also are special tables designed for earphone listening or for independent study. Still other tables are specially designed to make the use of oversized books more convenient by permitting each quarter of a table to be raised to an angle convenient for the reader. On this floor also are specially designed combination display carrels. In the fall, when the collection of hundreds of pictures is presented for student selection, the booths form attractive hanging space. Once the collection is checked out, they convert into individual study carrels. Also on the terrace level, an informal and delightful concert lounge equipped with comfortable chairs and divans looks out over the Sculpture Court of the adjoining Fine Arts Center. Here students may engage in quiet study or listen to scheduled recorded concerts.

MAIN FLOOR OF RESOURCES LIBRARY

The main floor of the library reflects the manner of functioning of the entire library. Open stacks are easily accessible to all students. The reference section is furnished with comfortable chairs and tables and individual carrels, with appropriate reference materials nearby. Periodicals, both current and recent, are readily available in attractive specially-designed cases. Secluded tables and chairs and carrels are placed among the stacks for quiet study. On the perimeter of the building are several informal reading areas, each permitting a considerable degree of privacy. Furnished with comfortable upholstered pieces, they invite students to undisturbed reading and contemplation. The large expanse of carpeted floors not only adds to the inviting atmosphere, but also contributes to the quietness that impresses one upon entering.

On this floor also is a series of office-seminar rooms where the literature faculty conduct small classes, close to the book collection from which students are reading.

A network of ducts on the terrace level of the Resources Library makes possible the installation at any point on the floor of any electronic device that the College now possesses or may add in the foreseeable future.

Specially designed study tables permit each quarter of the table to be raised to an angle convenient to the reader. This is especially helpful in the handling of oversized books.

The central catalog and the convenient charging desk faced in soft leather and topped with beautifully toned and practical travertine marble combine beauty and functional efficiency.

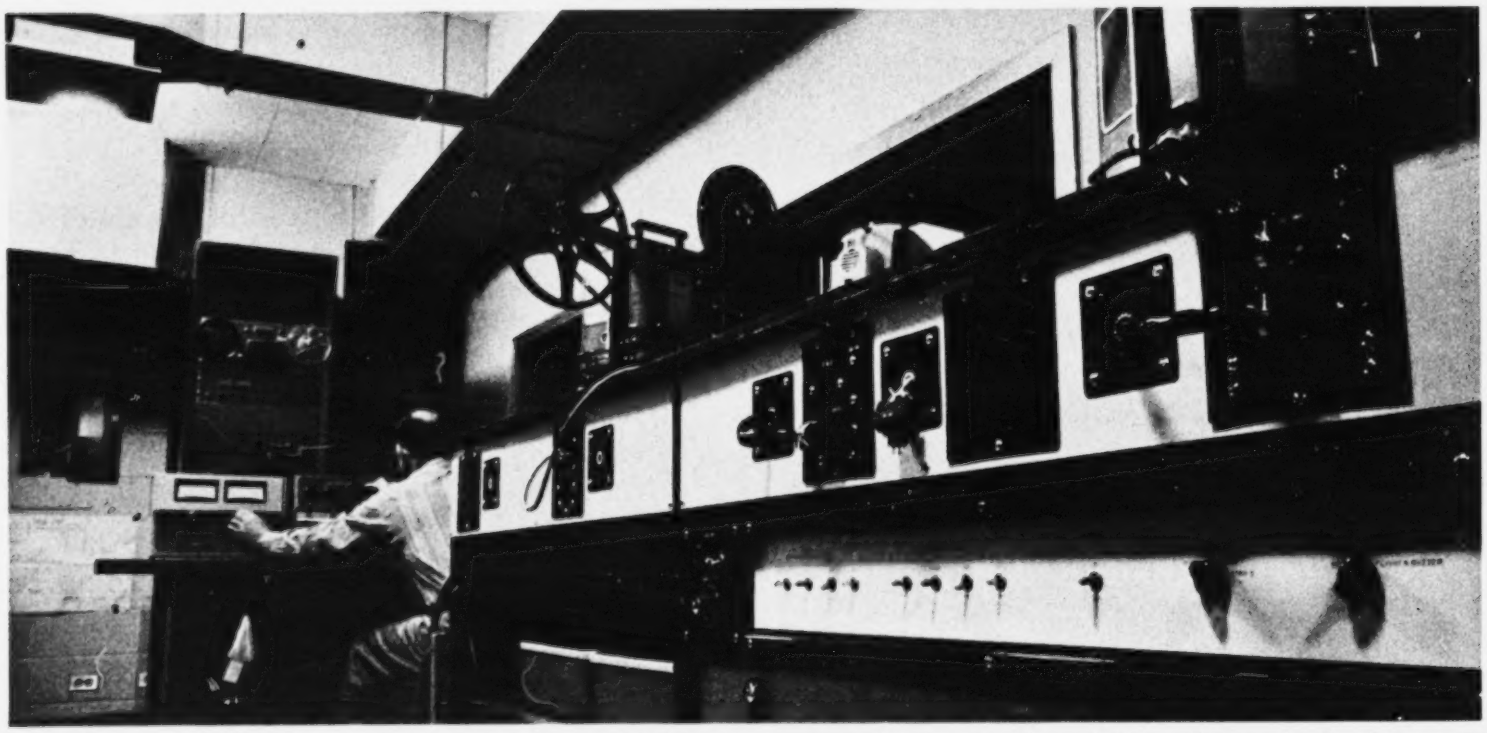
Throughout the library one is subtly aware of soft colors and a variety of textures, tones and patterns, both in the architectural features of the building and in the modern furnishings chosen for their reflection of feminine interests and tastes. The total effect is one of an inviting place to study and to learn, demonstrating that a place for study and learning can combine a high level of function and efficiency and at the same time possess a delightful and inviting atmosphere free from excessive formality and repetitive monotony.

THIRD FLOOR RESOURCES LIBRARY

The third floor of the Resources Library features a conference room in addition to the open stacks, individual carrels and study areas. The conference space may be used as one large area or two smaller units, with conference tables designed to be used for small groups or combined to form one large table. An operable wall divides the space into two separate conference rooms. Another room on this floor is available for "loud" study, where conversational exchange is permitted. The room is also equipped with typewriters for student use, with study tables, lounge chairs and carrels.

FOURTH FLOOR RESOURCES LIBRARY

The top level of the library—the Alumnae Penthouse Study—is divided into two areas by a folding partition. At one end is an area of quiet retreat around an open fireplace with a view of the campus in each direction through the windowwalls. The remaining two-thirds of this floor is equipped with bookcases, carrels, study tables and informal reading groupings. This area is designed for seminar groups, small conferences, occasional class sessions and the usual library activities. Situated as it is, on the top floor of the library, the Penthouse Study provides both a highly functional area and an attractive setting for a variety of activities. It reflects the concern in the planning of the entire building to achieve flexibility, adaptability and variety.



Insofar as possible, the communication system linking all learning spaces on the campus is designed to accommodate not only existing electronic developments but those of the future.

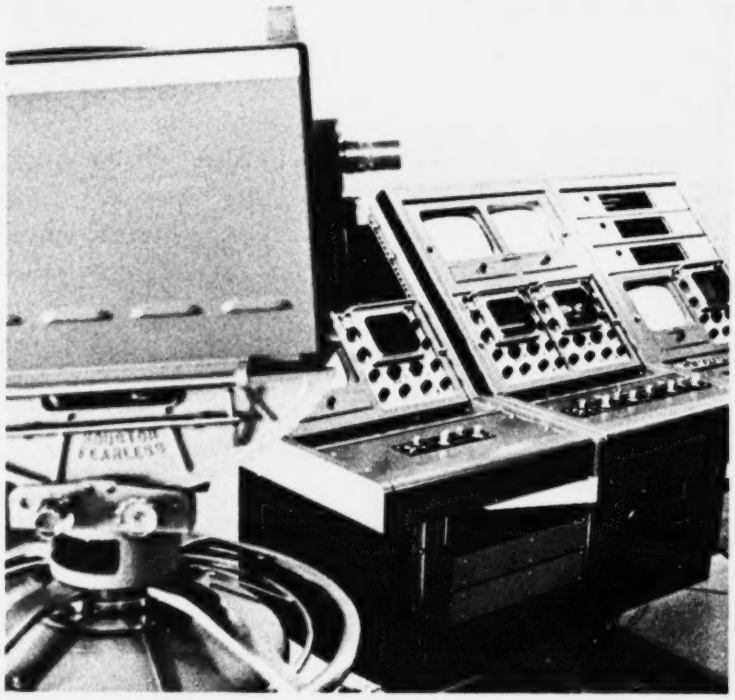
The Communication Center

The Helis Communication Center is the electronic heart of the Quadrangle and of the campus. It incorporates the television and radio facilities, the film production studio and the audiovisual facilities, all of which are intended to support the educational program. This vital part of the Wood Quadrangle contains two television studios with control rooms, a large master control area, planned for eventual accommodation of color, six film chains, two tape or film recorders, and microwave or 2,000 megacycle relay. It incorporates two radio studios which provide audio dissemination throughout the campus, and provides for FM radio transmission. With the TV and audio facilities, information and materials can be transmitted from or received in group or even individual study spaces, wherever placed in the learning center. In addition to FM lines, telephone lines are provided in the event that a system utilizing dial telephone equipment for retrieval of information is desired in the future.

Also included in the Communication Center is a complete film production studio, a film editing area and still photography studio. Adjacent to faculty and staff offices are the facilities of the audiovisual department, including a graphic arts studio and faculty materials preparation center.

The essential feature of the communication system forming the electronic heart of the Wood Quadrangle is the two-inch conduit containing two coaxial cables and numerous audio pairs. The system links all learning spaces, from individual seats to large areas, and connects classrooms, exhibition corridors, lobbies, auditoriums, radio and television studios and their control rooms, and the previously existing closed-circuit system of the campus. Stephens facilities permit simultaneous transmission by seven video channels, twenty-five FM stereo channels or fifty FM standard audio channels, in addition to numerous additional telephone circuits if needed. Information, both recorded and pictorial, can be sent from central storage of the Communication Center to points in the system and from these points back to central storage. The master system is supplemented by other smaller conduit systems.

The Communication Center of the Wood Quadrangle constitutes the single most unique feature



The essential feature of the Wood Quadrangle communication complex is a system of two-inch conduits containing two coaxial cables and numerous audio pairs. The system connects all facilities in the learning center and all learning areas of the existing campus with the communication center and with each other.

of this forward educational facility. It permits a kind of integration and interrelated use of all the electronic and audiovisual aids that the modern age has produced. Its extensiveness and efficacy of use will require further experimentation and development of materials by the faculty, but it exemplifies one of the most persistent national concerns in the planning of new educational facilities. Insofar as possible, it is designed to accommodate not only existing developments but also those of the future.

The Typical Classroom

The buildings in the Wood Quadrangle contain sixteen classrooms in addition to laboratories, lecture rooms and other multi-purpose areas. Particularly unique in the typical classroom is its communication system, which is a subsystem of the master communication system of the whole learning center. Classroom equipment includes a television receiver mounted from the ceiling and provided with remote controls; a ten-foot beaded projection screen of ceiling mounted roll-up type; a dual loud speaker system mounted at the front of the classroom and usable for reproducing either stereophonic or monaural program materials; a dual channel audio amplifier; a wall-mounted audiovisual control panel, and a projector connection panel at the rear of the room.

In the typical classroom, mobile audiovisual teaching consoles permit the instructor to operate all of the electronic equipment from his desk. These desk-like teaching consoles connect to the electronic control panel mounted on the wall. Each console contains a record player, an audio-tape recorder, a trip-cue unit for use with projectors, and controls for three-level room lighting. Six such teaching consoles constitute the initial equipment for classrooms, and can be moved from one to another. Supplementary equipment includes overhead projectors mounted in mobile console units, optical-sound 16-mm motion picture projectors mounted on wheeled stands, projectors for 2 by 2-inch slides, and projectors for 35-mm film strips, each also supplied with wheeled stands for easy movement from room to room.

Each classroom is equipped with instructional walls consisting of metal mounts which permit the mount-

ing of chalkboard, tackboard or shelving in desired arrangements and quantities. Windows have audio-visual blinds and several classrooms are carpeted in order to experiment with acoustical and pyschological effects on environment for teaching.

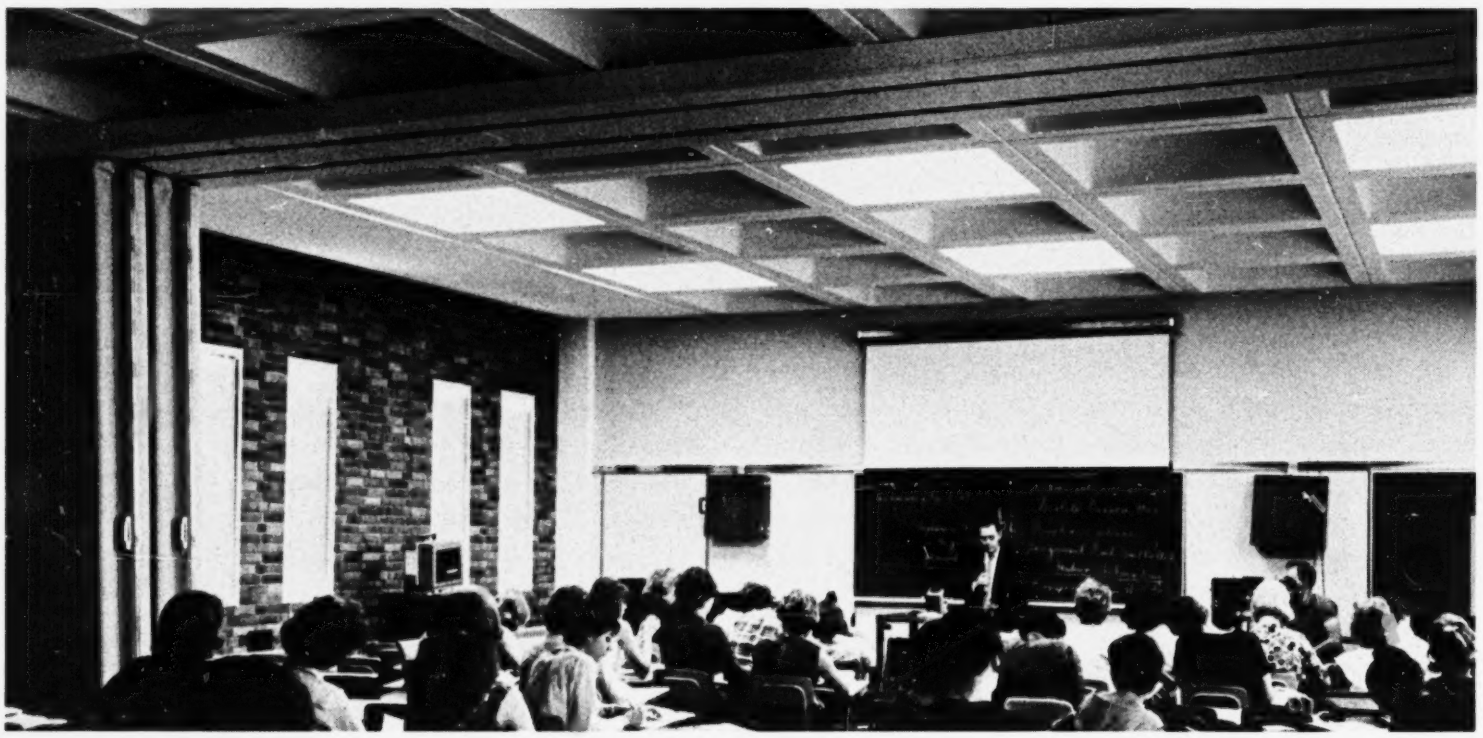
Science laboratories and lecture rooms, like the classrooms, are equipped to originate as well as to receive television. Equipment includes portable demonstration tables which can be moved down the elevator to the teaching auditorium for presentations to larger groups.

Two learning laboratories, primarily used for language instruction, are housed on the top floor of Walter Hall, the remodeled older building which joins and is incorporated into the new James Madison Wood Quadrangle. These learning laboratories, also used by departments other than language, are equipped with carrels for listening, recording and playback, with all equipment of the newest transistorized type. A control room between the two laboratories contains the instructor's consoles, as well as equipment for visual projection into each laboratory by means of rear view screens. Two recording studios adjacent to the control room are equipped for the making of tapes.

Two of the classrooms on each floor of Louise Dudley Hall are designed to be used either singly or as double rooms, divided by operable walls which are easily retractable and provide sound isolation equivalent to that of permanent walls. This not only increases the accommodation for larger groups, but also makes possible the ready combining of two or more classes for common instruction.

The typical classroom is of such a size that forty or more students may be accommodated if the seating arrangement is formal, but it also may be arranged for more intimate smaller groups. Thus the series of classrooms, when combined with faculty offices, makes available space for small seminar groups of five to a dozen, classes from twenty to forty and combinations of classes for as many as eighty to ninety students. Larger groups can be accommodated in several multi-purpose areas.

Two classrooms on each floor of Dudley Hall are designed to be used singly or as pairs through use of an operable wall.



The Multi-Purpose Areas

Multi-purpose areas are those which are designed specifically to serve many different purposes in order to increase the efficient utilization of space. In designing these areas, the question was constantly asked: For how many different things can this space be used? Included in these multi-purpose areas is a range of types and sizes of rooms: Windsor Auditorium, a teaching auditorium; Charters Lecture Theatre; the Arena Classroom, a lobby display area; an observation-rehearsal room; the Alumnae Penthouse Study of the library; and the corridors throughout the Quadrangle.

WINDSOR AUDITORIUM AND CHARTERS LECTURE THEATRE

The Windsor Auditorium and the Charters Lecture Theatre are designed for very similar functions but for different sizes of groups. The Windsor teaching auditorium, seating 300, is a more formal lecture room. With walls of light stained wood and oyster white vinyl, soft green carpeting, and auditorium seats upholstered in a harmony of olive green and soft blue, the room presents a vital but restful atmosphere conducive to attentive listening or relaxed enjoyment. Its seats are arranged for easy view of the lecturer and projection wall of the stage.

The electronic equipment in Windsor Auditorium is unique, making it one of the most modern lecture auditoriums in the country. It is equipped for the complete range of audiovisual support of presentations, controlled either directly by a lecturer from an electronic lectern or by an operator in the spacious projection room at the upper rear level of the auditorium. From a lectern which may be placed in any one of four positions, the lecturer may control the auditorium lighting, the starting and stopping of any type of visual projection—slides, film, film strips or television—the raising and lowering of the projection screen, and eventually, when its installation is feasible, an individual response system. Conduits are laid to the ends of all rows so that in the future students will be enabled to record electronic responses from each seat. Using special portable equipment, large screen television may be projected. The room is also equipped so that television cameras may be moved into the room and record lectures or other presentations being made by transferring them to video tape, or transmit live programs to television receivers throughout the Quadrangle. With full control of lighting, the lecturer may adjust the auditorium lights to the level that is most conducive to the presentation he is making or that most convenient to students taking notes. For the note-taking, each seat is equipped with a folding tablet arm, and space between the rows of seats is liberal enough to permit passage without disturbing others.

Although Windsor Auditorium will be used primarily for instruction through lecture and demonstration techniques, it will also be used for many other kinds of performances such as dramatic readings, musical recitals, small choral and instrumental groups, and presentations of similar nature not requiring elaborate stage settings.

The Charters Lecture Theatre is a smaller and more informal version of Windsor Auditorium.

Both Windsor Auditorium and Charters Lecture Theatre are equipped for complete audiovisual support of presentations, either directly by the lecturer from an electronic lectern or by an operator in the projection room.

The Arena Classroom serves many purposes, including a theatre-in-the-round. A control room between the Arena Classroom and Charters Lecture Theatre provides both areas with various types of projection either singly or simultaneously.

Its seating area slopes gently to a space without stage, but again completely equipped with electronic lectern, projection screen, loudspeakers and the other facilities described in the teaching auditorium. Accommodating 128 persons, it is more intimate. Here the lecturer is closer to the students. Likewise, when the Lecture Theatre is used for purposes such as experimental theatre, play reading and recitals, the intimacy of the performance is enhanced. As in Windsor Auditorium, the seats are upholstered in olive and blue, but here the walls are of soft terra-cotta and red brick. The chairs are equipped with tablet arms and conduits are capable of supplying individual seats with electronic response systems when this becomes feasible and needed.

Adjoining the Charters Lecture Theatre and between it and the Arena Classroom is a large control room serving both areas. Here projection modules are equipped for mounting several machines of different types for projection either singly or simultaneously. For instance, from this area there can be projected into either room a motion picture and a slide simultaneously, or two or three slides simultaneously. The lecturer may choose from stereophonic or monaural reproduction. All of these functions, as in the teaching auditorium, are under the lecturer's control from the electronic lectern if he so wishes.

ARENA CLASSROOM

The Arena Classroom on the opposite side of the control room from the Charters Lecture Theatre is a large square-shaped area uniquely equipped to serve several different purposes. It is designed for the installation of an operable wall which will permit it to be divided into two equal parts, each of which can accommodate approximately 60 to 70 students. In each half are large wall-like sections, mounted on piano hinges, which can be placed at appropriate angles for the best projection of visual images. Each of these areas is equipped with electronic lectern positions from which all of the functions described in Windsor Auditorium and the Charters Lecture Theatre can also be carried out. Used as one large room, the Arena Classroom lends itself to testing situations, large group discussions, rehearsals and similar activities. A special feature of the room is its lighting pattern: a separate lighting control system is placed in the center of the room, covering approximately a 20-foot square area, so that the room may double as a theatre-in-the-round. When used in this fashion, chairs may be placed around the perimeter of the room on portable risers and can accommodate approximately 150 persons.

THE ENTRANCE AND DISPLAY FOYER

A very interesting space of the learning center which again exemplifies flexibility, adaptability and variety in use of space is the Columbia Foyer, which lies between Windsor Auditorium, the Arena Classroom and Louise Dudley Hall. The Foyer is the main entrance to the Quadrangle from the street. The room creates a stimulating environment with its soft green carpeting, indirect lighting from a soft white ceiling, its rich brick walls complemented by other walls that are fabric covered in off-white, and exhibiting works of art and display cases featuring instructional and informative materials for students and visitors alike. Spacious in size, the Columbia Foyer is designed to serve also as a lobby area for Windsor Auditorium. Benches and comfortable chairs invite the student or guest to linger and study the exhibits in the Foyer. Here also provision has been made for receiving or originating television, and for using displays which may require automated controls for visual exhibits and audio presentations through earphone listening.

OBSERVATION ROOM

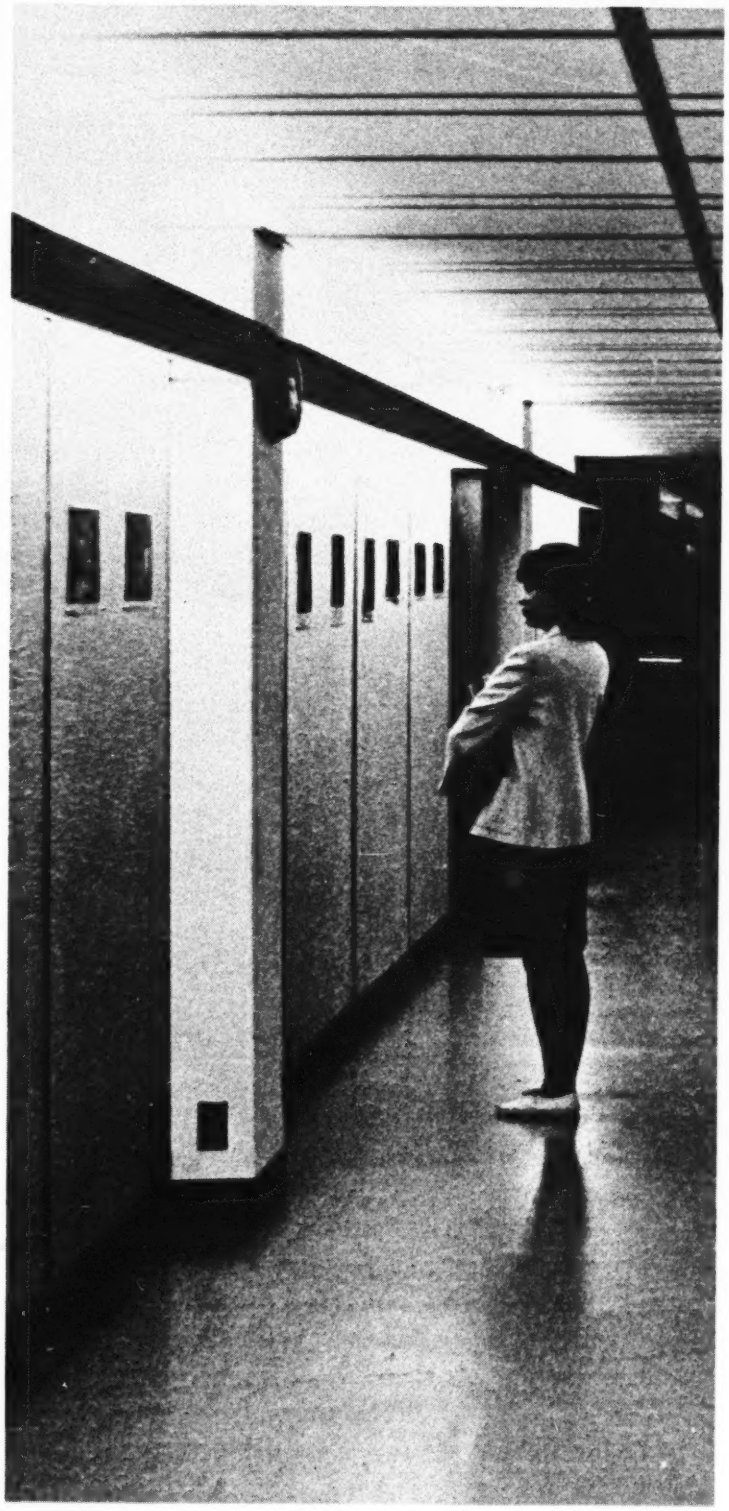
On the second floor of the Helis Communication Center above the television control rooms and between the two television studios, is an observation and rehearsal room. A large space, the room is capable of accommodating 30 or 40 individuals for observing the activities in the television studios. When not in use for observation, the space is designed to be used for rehearsal. As need dictates, the room is designed to accommodate future installation of dividing retractable walls.

CORRIDORS

Throughout the learning center, the corridors have been designed as spaces not only for passage, but for the display of instructional materials as well. The walls are fabric-covered wooden panels between metal mounts. The mounts will accommodate brackets to hold shelving, cabinets, display cupboards, et cetera; the fabric-covered panels provide space for graphic illustrations, prints or other materials. Wherever possible, corridors are planned to function not only as supplementary instructional areas for students studying the subject, but also for the interest of the entire campus.

The multi-purpose areas of the Wood Quadrangle, like its classrooms, have been designed with the needs of the entire campus in mind. All such areas are open to use and scheduling by any department of instruction, whether holding its regular classes in the Quadrangle or elsewhere on campus.

Corridors function as multi-purpose learning spaces for the entire campus.



Specialized Facilities — Science and Fine Arts

The Pillsbury Science Center, occupying the top floor of Science Hall, incorporates several highly functional and unique features of design. This area includes five laboratories for interchangeable use in the teaching of the life sciences, two chemistry laboratories, a geology laboratory, two mathematics classrooms and a lecture room. In addition, each instructional area and pair of laboratories has a combination storage and project room. Surrounding the laboratories are the offices of the faculty. All classrooms and laboratories on this floor are equipped to receive or send television. All are equipped with instructional walls for greater variety in the mounting of materials to support instruction.

Of especial interest to teachers of science is the selection and arrangement of furniture and equipment in the several laboratories. Three different types of arrangement were chosen to accommodate differing patterns of instruction and to demonstrate the advantages and possibilities of each type. Briefly, they might be described as, first, a peninsular arrangement where the laboratory tables are attached at one end to a main wall of the room and extend into the room in peninsular style; secondly, a common arrangement in which the long laboratory tables are placed as islands in the room area; and a third arrangement, a perimeter semi-peninsular plan in which short laboratory tables accommodating four students are arranged around three sides of the room in peninsular manner. The latter plan leaves a sizeable floor area unoccupied and suitable for grouping of students in class fashion.

Facilities of the Pillsbury Science Center include also a controlled environment laboratory, faculty offices equipped with work tables for instructors' own experimentation, a small statistics laboratory, and a corridor equipped for liberal display of scientific materials. Direct access to the Science Center is from an open promenade. Students and others are attracted by interesting exhibits and luxurious plant arrangements seen through the partial window wall that faces the promenade.

Supplementary to the Science Center itself is the entire campus, where the specimens of trees and shrubs have been especially selected and marked to create an outdoor botanical laboratory.

The Fine Arts Center is likewise designed for particularized activities. The Catharine Webb Art Studios are spacious, with high sloping ceilings and windows which admit north light. Presently, studios are assigned to classes in interior design, sculpture, drawing and color, life drawing, oil painting, art crafts and ceramics, in addition to introductory courses.

A significant feature in the Fine Arts Center is The Lewis James and Nelle Stratton Davis Art Gallery, a beautiful room approximately 30 by 60 feet in size. Outside of the Art Gallery and having access from the studio corridors and from the concert-reading lounge of the Library is the Sculpture Court. Here are exhibited significant pieces of sculpture suitable for outdoor display. The Sculpture Court will provide a pleasant outdoor classroom as well as an enticing area for enjoyment and relaxation with its trees and neighboring reflection pool.

Walter Hall

Adjoining the new buildings of the Wood Quadrangle and connected with them is an existing building which has been completely remodeled and made a part of the learning center. Its two upper floors house the Language Department and the learning laboratories equipped with the latest transistorized equipment for listening, recording and playback. Although the learning laboratories are used primarily for language study, other fields—including music, drama and speech—also use them.

The classrooms and offices in this building redesigned by John A. Shaver, architect, demonstrate what can be achieved by creative and ingenious design of space to overcome existing restrictions of wall and pillar arrangements in an older building.

The two lower floors house the instructional activities of the Department of Religion and Philosophy

Faculty office-studios in the Fine Arts Center are designed as a pleasant setting for small group seminars.

and activities of its allied Burrall program. The Burrall Cabinet room and the Activities Lounge, decorated and furnished in attractive and simple manner, provide space for much of the religious and social service activities. They also double as meeting lounges for students and faculty.

An informally furnished seminar room, available to the entire campus, provides variety in size and type of space available in Walter Hall.

The Unity of the James Madison Wood Quadrangle as a Learning Center

Although composed of several distinct facilities, the learning center is characterized by an unusual unity. This is accomplished both through the design of the individual buildings which compose the group and their interrelatedness through design and location. The unity of the Quadrangle is still further accomplished by the master communication system which links all instructional areas from the individual carrel in the Library to larger study spaces to classrooms to laboratories and finally to the Communication Center itself in the television and radio areas. Both the separateness and the unity of its parts are appreciated as one moves through the Quadrangle. Whether approaching from the street, from the inner campus near the Chapel or from the street opening into the lower court area, the learning center presents numerous architecturally pleasing surprises and a sense of both variety and unity.

Why Was the Wood Quadrangle Needed?

Aside from the need which many colleges share of replacing obsolete and deteriorated instructional space, the James Madison Wood Quadrangle grew out of very genuine and important characteristics of Stephens College and out of current national educational concerns.

The Wood Quadrangle was necessitated by the kind of college that Stephens is. It has been and is a college which is dedicated to experimentation and development of a program of education for women. It is a growing college. It has bachelor of fine arts and bachelor of arts programs. It provides a basic liberal education program for its large and important lower division student body. It makes available to beginning students an experimentally tested and proved House Plan of organization which provides intensive living and learning experiences through a common curriculum. It continues its educational leadership through development of instruction in the arts, the sciences, the social sciences, and religion and philosophy. In its program it places great emphasis upon the importance of the individual and upon an education which will contribute most to the full development of the individual. These very real demands of program and of growth contributed to the need for more adequate and more modern learning space for the College.

Because Stephens College has always been an institution where space has been used creatively for educational purposes, it was to be expected that the College and its faculty would be interested in the great new developments in architectural design and technological innovations and their possible significance for the improvement of the Stephens educational program.

The national situation has also contributed to the Stephens need for the Wood Quadrangle. Higher education is demanded by millions more young people. The role of the teacher and of the student is changing; the student is being given more responsibility for his own education and is being provided with more facilities for it; the intimacy of the teacher-student contact is undergoing a change, with the goal an increase in the quality and efficiency of education. All of these trends and more suggest that new facilities for teaching and learning need to be quite different from the log and Mark Hopkins.

Finally, a vast revolution, product of our technological age, is affecting the process of education. Television is becoming a common medium of instruction (Stephens was one of the first colleges to inaugurate a closed-circuit system, in 1955). Audio and visual aids to instruction have multiplied rapidly. Great teachers are becoming more available to more students through telephonic communication, televised videotape, recorded lectures on tape and phonograph and film. The first steps have been taken in developing the "teaching machines" and the programs of instruction to accompany them. This revolution addresses itself both to the problem of educating greater numbers and of using all resources of space, facilities and personnel more efficiently. Cognizance of these trends, both in the College and in the nation, influenced Stephens to consider its own long-range needs for a vital developing program for the future.

Where Did Its Concepts and Principles Come From?

The James Madison Wood Quadrangle as a modern learning center exists as a dramatic symbol of the educational vision of the man for whom it is named, of the dynamic kind of college that Stephens is, and as a response to the educational demands and revolutionary changes of this latter half of the twentieth century.

The concepts inherent in the planning for the Wood learning center, like the need for it, grew out of the College's vital and developing curricular program of education for women, out of its need for more adequate space, out of changing patterns of education both at the College and in the nation, out of the vast new technological developments and resources becoming available to education, and finally, out of an awareness of and sensitivity to the challenges that all educational institutions face in educating greater numbers more effectively.

Science laboratories feature different basic patterns of equipment layout, several being capable of interchangeable use by the biological sciences.

"New Frontiers in Learning" Conference, February 1959

CONCERN FOR FUTURE OF HIGHER EDUCATION

The self-questioning of how Stephens College might best meet the needs for its future culminated in a conference held on the campus in February of 1959, called "New Frontiers in Learning." Subsidized by a grant from the Educational Facilities Laboratories, it was one of the first of such conferences on facilities for higher education supported by that foundation. Twenty of the thirty-two people participating in it came from elsewhere in the nation and included a wide variety of leaders in their fields, from education to manufacturing to publication. Each was concerned about the future of higher education—how it was to meet the challenges before it and what form new facilities should take to be of greatest use.

THE CONFEREES CENTERED THEIR DISCUSSION AROUND TWO MAIN QUESTIONS:

(1) How do people learn? (2) What kind of facilities will make the greatest contribution to that learning both now and in the future? Among the observations and propositions that emerged from the discussion several had great pertinence for the subsequent planning of the Wood learning center:

1. Although technology has produced many devices and techniques, there has been relatively little adaptation of such things as television, tape recorders, test scoring machines and data processing equipment to instruction in higher education. Such adaptation requires development of adequate theory and its testing, and probable restructuring of the teacher's role.

2. The content itself of learning must maintain its integrity and be distinguished from the devices of instruction used.

3. Students should be given greater responsibility for their own education and the new devices and methodology should help them achieve it.

4. A tension must be maintained between the reality principle, evidenced in the immediate application of learning, and the aesthetic or non-utilitarian principle, in order to keep education humanized.

5. A college must know itself and its objectives in order to profit from the assistance of experts in planning functional facilities.

6. The best guarantee of future usefulness of space is to plan it for as great flexibility as possible.

Basic Objectives of the James Madison Wood Quadrangle as a Center for Learning

The forward thinking of the New Frontiers in Learning Conference and its implications provided a basis for the following statement of objectives of the learning center project:

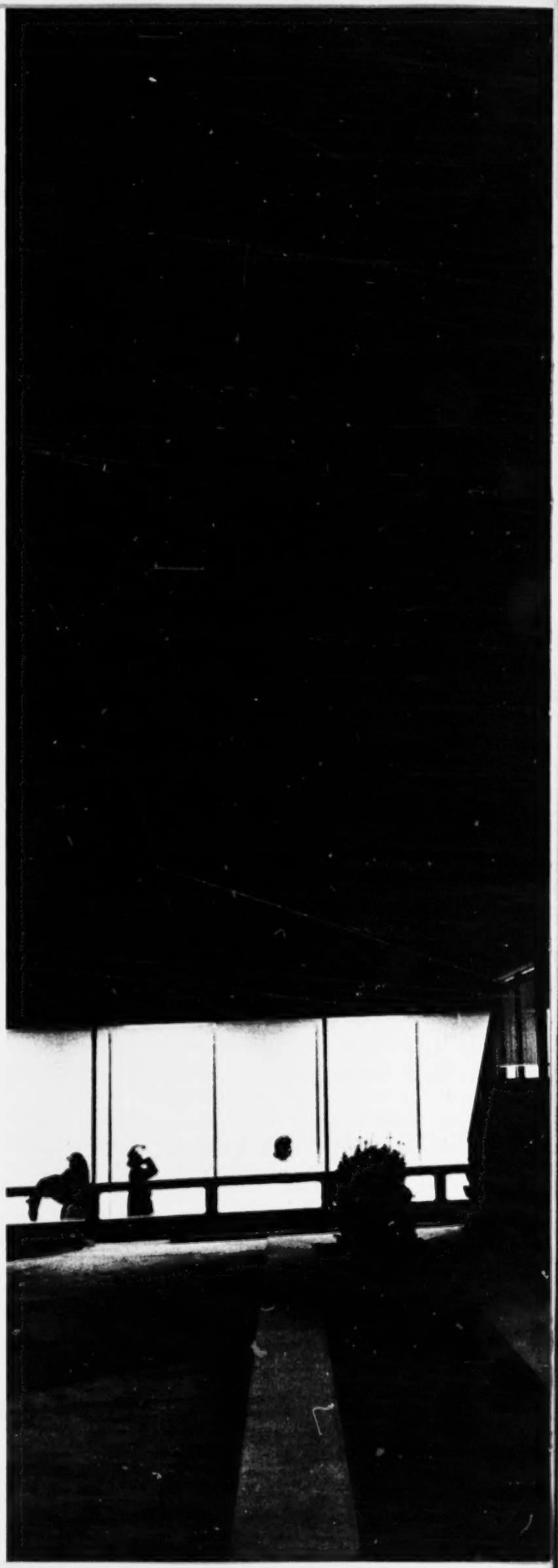
1. To create an environment most favorable to learning.

2. To provide space and facilities designed for versatility and maximum utilization.

3. To make available the wealth of modern resources in educational materials and aids for study of the arts and sciences.

4. To encourage the student in her capacity for self-education.

5. To enable the teacher to utilize his time and ability more effectively.

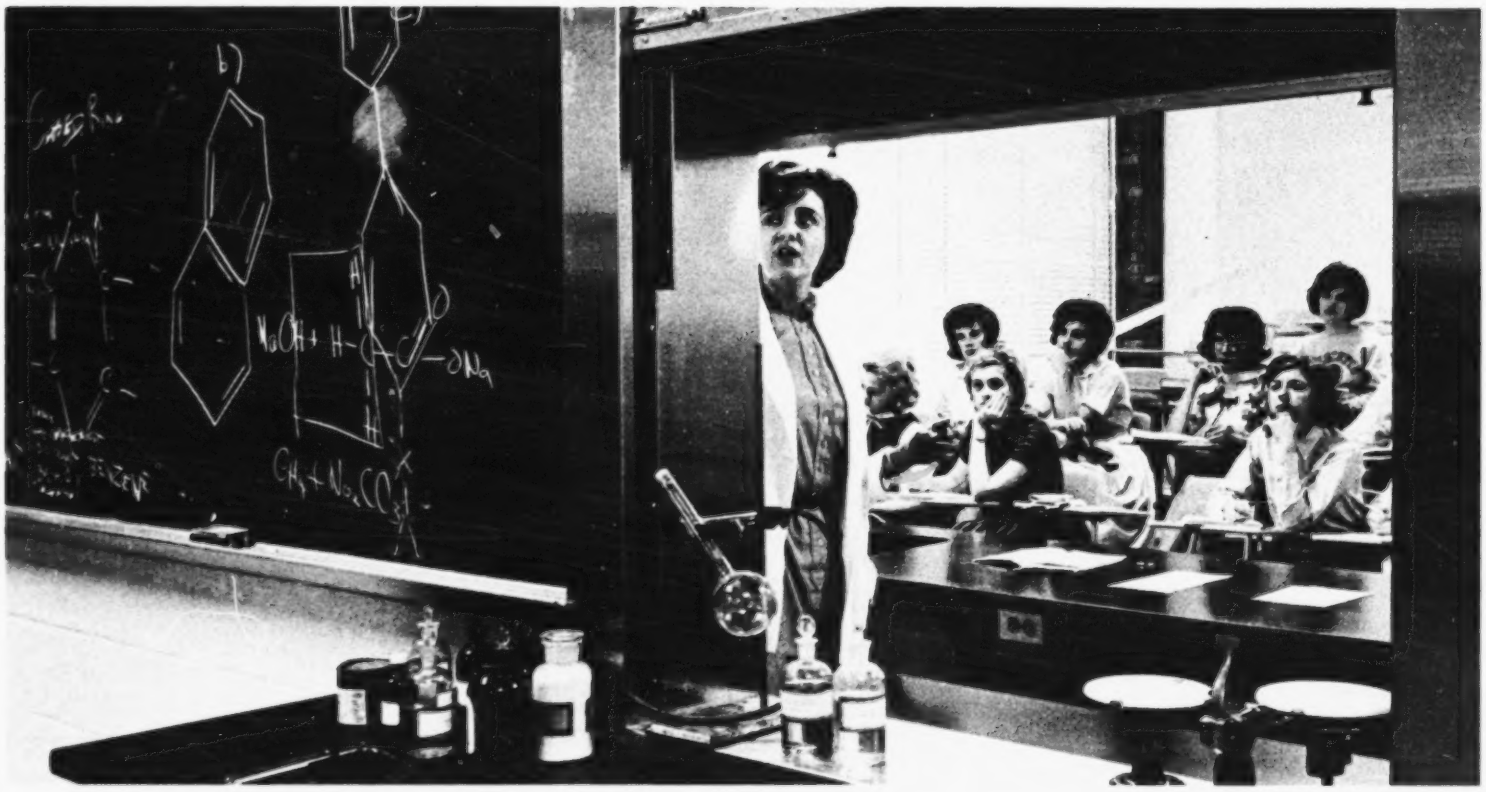


The Planning of the Quadrangle

Having clarified its objectives for the new Wood Quadrangle, the College undertook a thorough analysis of its tangible and intangible characteristics as a college and a projection of its needs for the future. Aided by further grant support from the Educational Facilities Laboratories, it launched a study directed by the environmental architect, Eldridge D. Spencer, consulting architect to Stanford University and the National Parks Service. These grants enabled the College to profit greatly, during this phase of the study and planning, from consultation with leading authorities in modern architectural design and in anthropology, sociology, biology, libraries, communication systems and educational media. The resulting report of this study helped the administration and faculty of the College to define further its needs and expectations. The report urged the perpetuation in architectural arrangement and design of the open, uncluttered, free-flowing space of the campus. It recommended a continuation in the new design of the desirable features of our library system which makes books and all learning materials easily available to students. It recommended using the outdoor campus and its trees and shrubs as a living botanical laboratory. And it underscored the appropriateness of increased provision for modern communication and educational media.

ARCHITECTS AND FACULTY PLANNERS

At the conclusion of the environmental study by Mr. Spencer, the College appointed the firm of Murphy and Mackey, St. Louis, to develop the architectural plans for the James Madison Wood Quadrangle. Then began months of detailed study by the faculty and administration in further analyzing their objectives and needs and communicating these through administrative leadership in joint conferences of faculty and architects. Instructional departments of the College prepared clear statements of their educational objectives and analyses of the kinds of space each group of the faculty considered most adequate for its teaching. Each group analyzed its current use of aids to teaching, the



All classrooms, laboratories and lecture spaces in the Pillsbury Science Center are equipped to receive or send television, and demonstration tables can be moved down the elevator to teaching auditoriums.

desired additions from the new technological devices and media and the probable provisions that should be made for the future, both in terms of space and facilities. Additional consultants were called to the College. A grant from the United States Office of Education aided in bringing the advice of experts to bear on provisions for incorporation of the most modern educational media. Members of the faculty were sent to major national conferences where new methodologies and techniques were reported. Creative thinking about education and its facilities was decidedly in evidence during the exciting months of translating ideas, convictions and dreams of the faculty into the preliminary plans of the architect.

Guiding Principles for Plans and Facilities

Out of the months of deliberation of administration, faculty, consultants and architects, there emerged distinct principles which were to serve as criteria for testing the suitability or inclusion of spaces and facilities in the basic design of the center. Adherence to these principles has made the James Madison Wood Quadrangle in many respects unique among college facilities in this country.

FLEXIBILITY

The necessity for flexibility was paramount in the thinking of the College and its consultants. Its importance as a key principle in planning for the future has been repeatedly emphasized in the design studies sponsored by Educational Facilities Laboratories. In anticipation of the changes expected to occur in the pattern of educational needs, several spaces in the Quadrangle are designed to serve multiple purposes—designed to be used in as many ways and for as many purposes as the College's educational demands require and architectural design makes feasible.

VARIETY

Adequacy of modern educational facilities demands variety of resources and spaces. Applying this prin-

ciple of variety to resource materials, the Quadrangle provides not only for the two very old and proved resources of books and people, but also the new forms that today's book has taken. It provides the film, the record, the soundtrack, the video tape, and the slide, or a combination of these. It provides for this tremendous new range of resources through the design and installation of electronic communication systems that incorporate television, radio and multiple educational media.

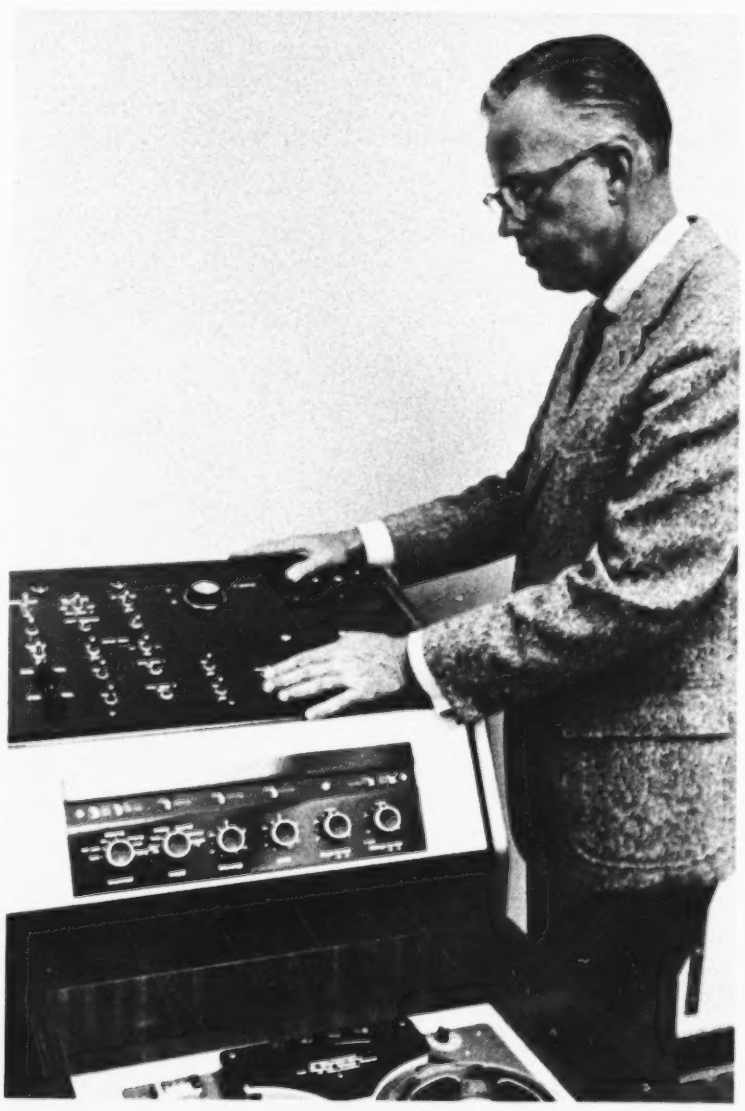
AVAILABILITY AND PROXIMITY

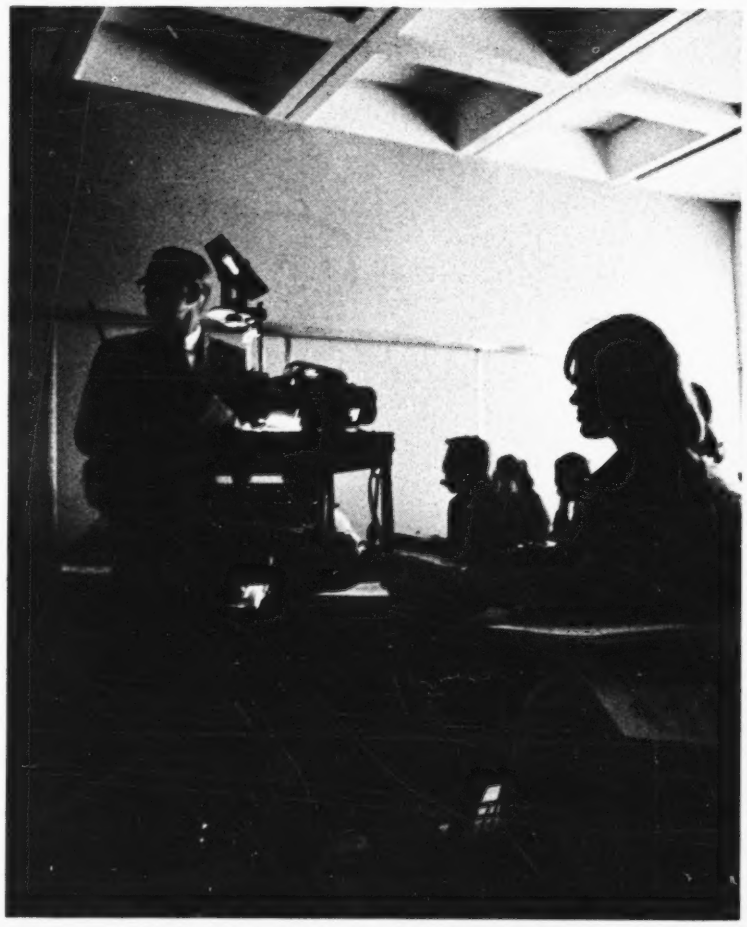
The basic principles of ready availability and close proximity of materials, spaces and people were deemed critical in an efficient operation of a learning center. Provision for them is evidenced as a student moves from faculty member's office to classroom—both of which are filled with resources and aids—into a corridor which contains learning materials mounted on display walls, into a lobby display area, the library, sculpture court, and art gallery to the out-of-doors where trees and shrubs make a living laboratory.

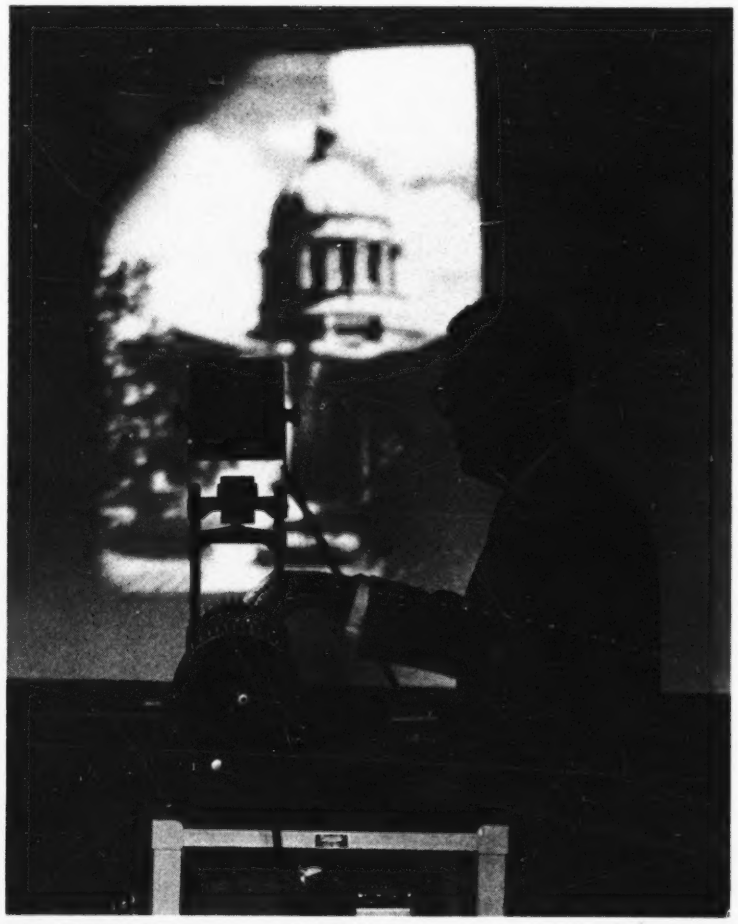
The James Madison Wood Quadrangle— A Vision and an Actuality

James Madison Wood, the founder of the modern Stephens College for whom the Quadrangle has been named, was a man of great educational vision. He sought always to think of the student as the important element in the educational process of teaching and learning. He constantly encouraged his faculty to find better and better ways of helping students learn. It is fitting that the new learning center at Stephens bear his name. Here the greatest effort has been made to translate the creative thinking of the faculty and administration of Stephens, of interested national leaders who served as consultants, and of other friends of education, into the actuality of spaces and facilities designed for learning. Here are spaces for particularized study as in science laboratories, for multiple kinds of learning as in faculty offices, the classrooms, the multipurpose areas, and the library. Throughout, thoughtful architectural design and judicious selection of equipment have provided the newest and most effective resources for learning. As an actuality, the Quadrangle symbolizes not only the vision of James Madison Wood but also the dynamic vigor of an experimenting faculty, the leadership of a courageous administration and a challenge to Stephens College and others to continue the task of constantly improving education itself.

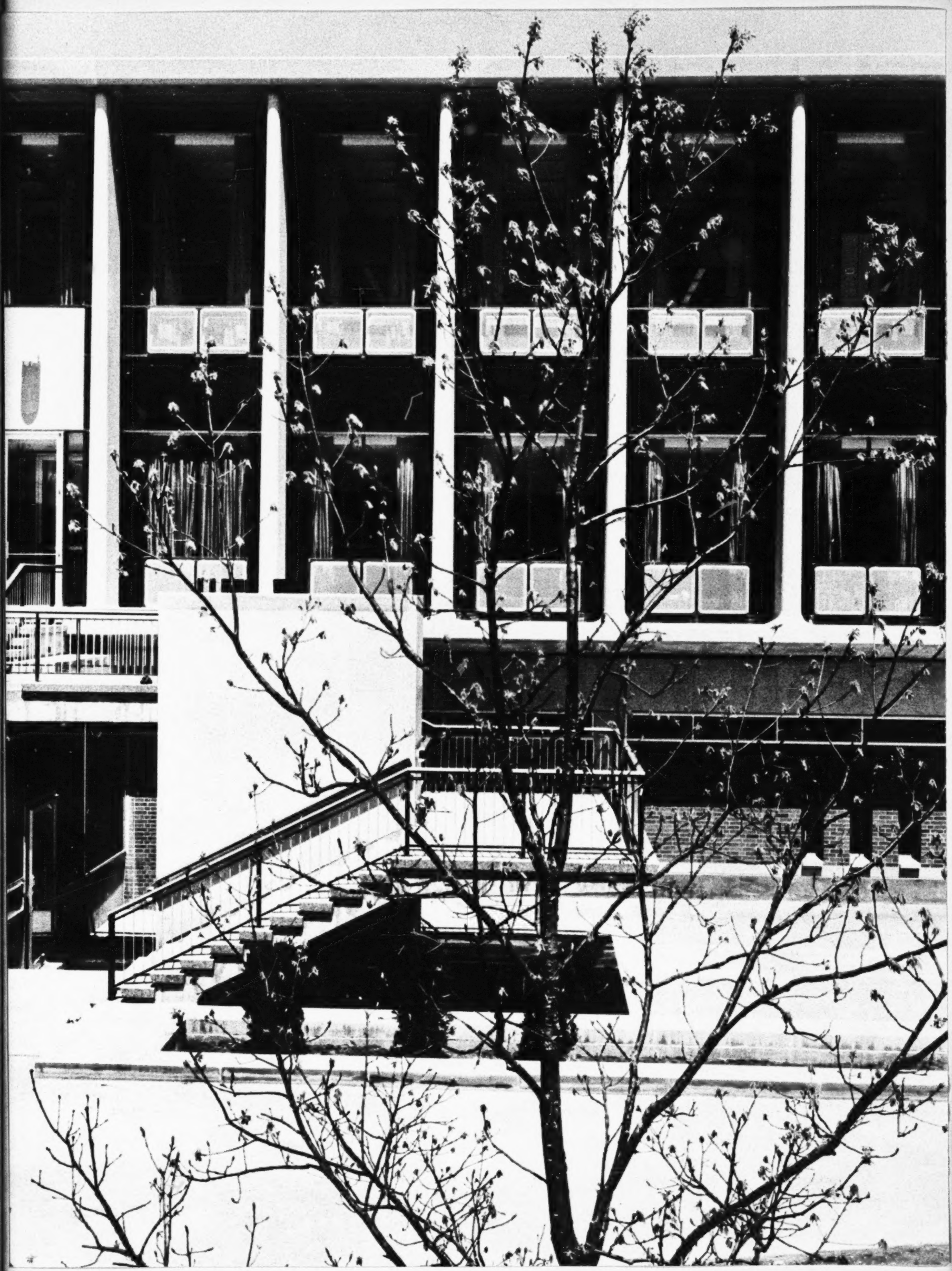
RALPH C. LEYDEN
Director of Educational Development
Stephens College







The Alumnae Penthouse Study provides both a highly functional area and an attractive setting for a variety of activities. On all levels of the library informal reading areas permit a considerable degree of privacy.



Conclusion

'A SOURCE OF UNPRECEDENTED INTELLECTUAL STIMULATION'

The modern learning center described in this brochure is one of very few instructional facilities in the nation which look to the future rather than to the past.

Nowadays, many colleges are plunging headlong into construction programs based on outmoded concepts of how students learn and how teachers should teach. Acting more prudently, and also with more imagination, Stephens paused to plan before setting architects and contractors to work. The administration and faculty asked the hard questions, which in education are always basic. How do people learn? What kind of facilities will make the greatest contribution to the full intellectual development of individual students?

The answers came not through armchair planning, but through the give and take of conferences and consultations with outstanding experts on every aspect of the instructional process. Not only did Stephens explore the current technical parameters of communication science; they probed the possibilities which the future may open up.

Throughout this preparatory work, the planners held constantly to the distinctive image of the Stephens student—a young woman growing mentally and spiritually, seeking to know and understand the world and herself. The planners, under President Smith's able direction, strove to discern how technology and architecture could enhance the student's intellectual progress.

We educators have, I think, rather consistently ignored the relationship of form to substance in the instructional process. We have devoted much thought to formulating high aims and purposes for education, but until recently, little to improving its techniques and tools and facilities. Yet, as Winston Churchill reminded us, "We shape our buildings, and thereafter they shape us."

Only insofar as we devise a flexible and varied repertoire of technological tools for teaching can we approach the fulfillment of our educational hopes. The greatest educators have recognized this association: Commenius, the 16th century Moravian bishop who founded modern educational theory, based his reforms on the chief communications discovery of his time--the printed book.

For too long the American campus has been a technologically backward sector of a society that is hurtling into the most complex technology in the history of the race. Colleges and universities, faced with the task of training young men and women capable of dealing with an environment of unprecedented intricacy, have been straining and creaking at the joints for a decade trying to meet the challenge. Let us admit once and for all that it cannot be done if we continue to insist that the whole enterprise must rest on the primitive concept of a teacher with a piece of chalk and a blackboard and thirty desks in front of him.

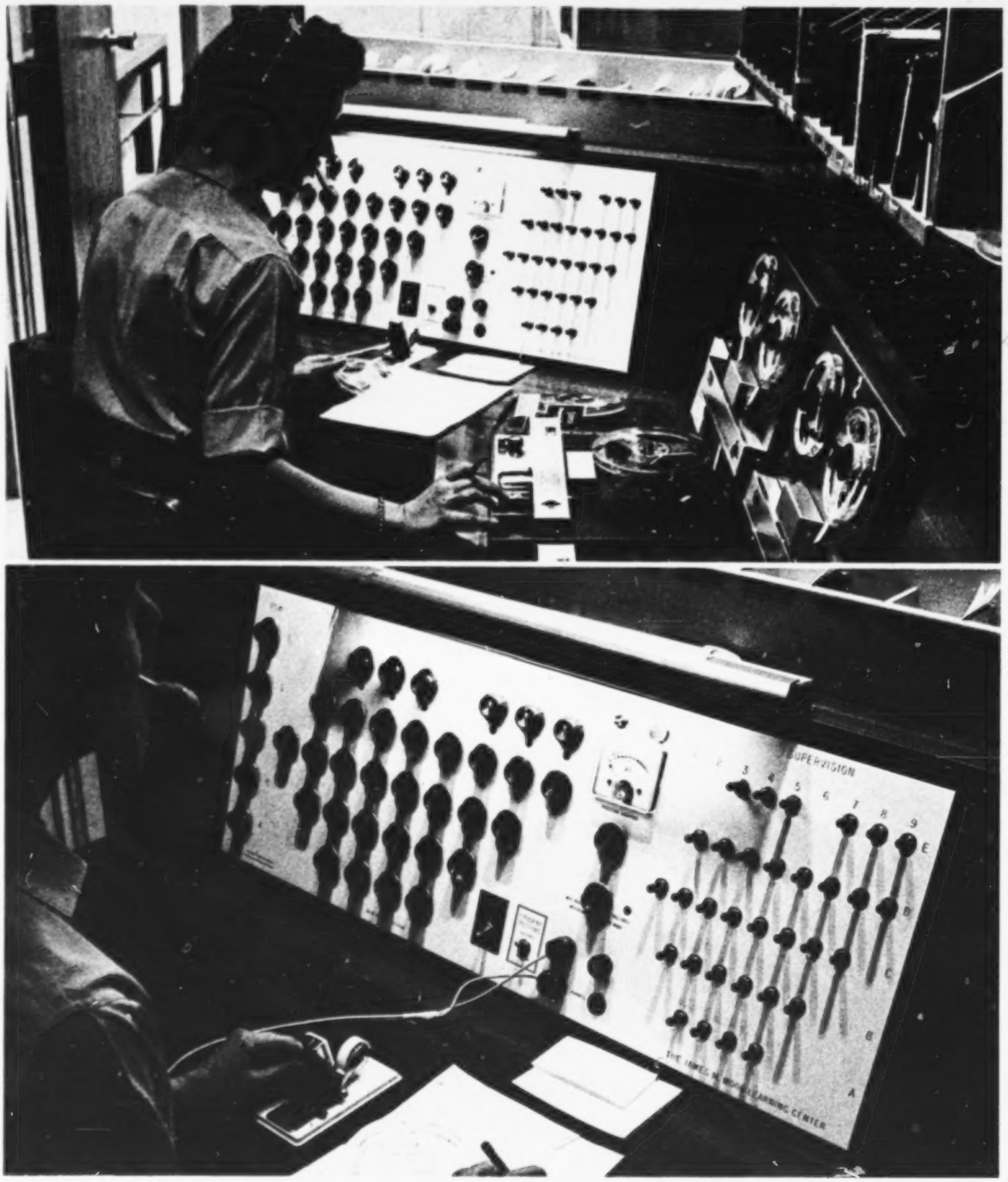
Rather, the enormous power over communication which gives shape and coherence to our contemporary society must be harnessed for educational purposes. The colleges must create a potent and humane technology of teaching. With it they will be able to bring better instruction and deeper subtle understanding to more and more students. With it, also, they will be able to provide more time for the kind of intimate dialogue between students and scholars which is the essence and crowning jewel of any first-rate education.

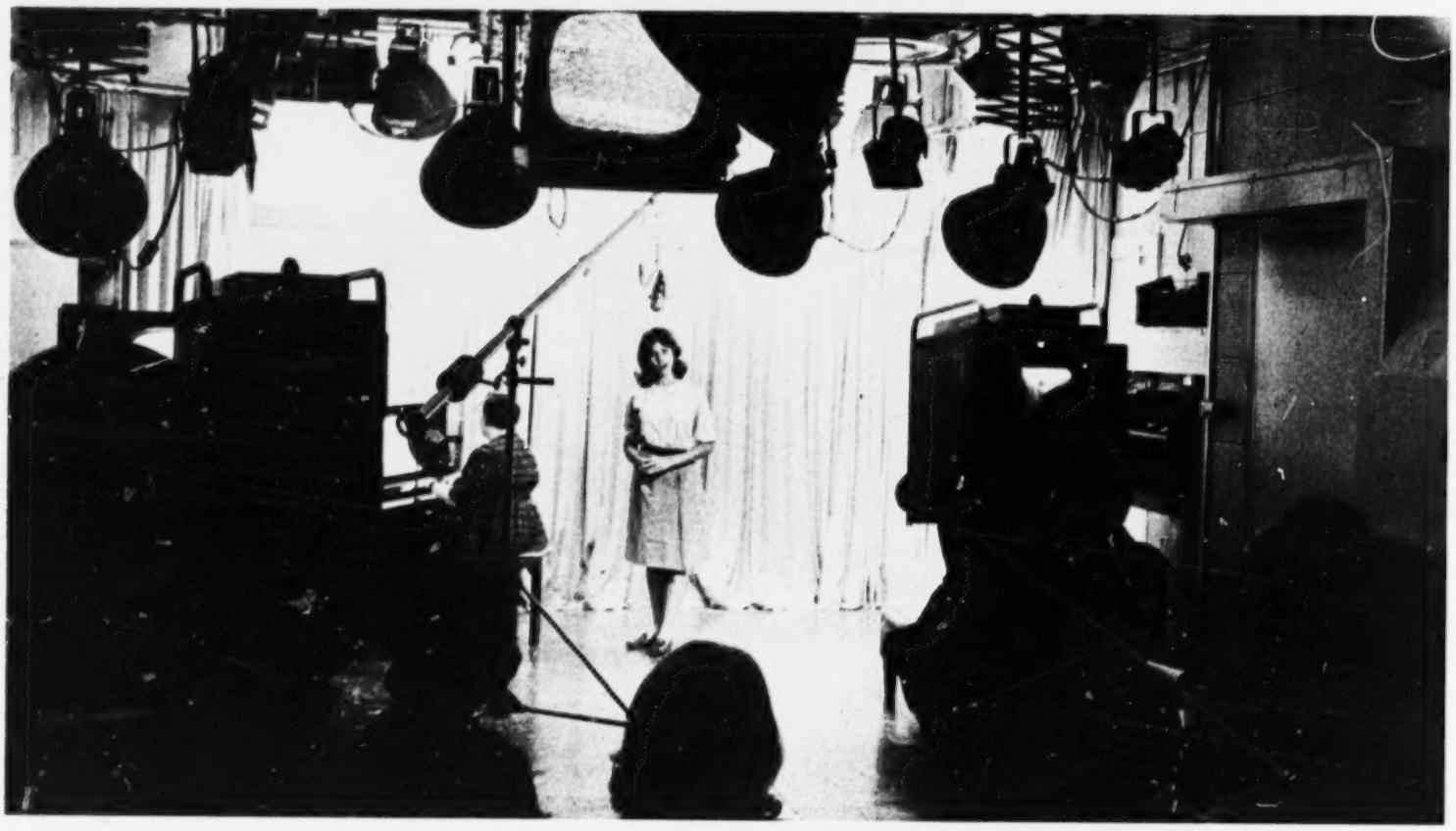
"Fact from things and values from people" is the way Harold Gores, President of Educational Facilities Laboratories, puts it. This kind of concept underlies the James Madison Wood Quadrangle. Its library, classrooms, laboratories, lecture rooms, and ingenious multi-purpose areas provide the ultimate in communications flexibility: every area, from the individual study carrel to the largest lecture hall, can communicate with any other through the conduit system. The resulting integration of all available resources for teaching will challenge the imagination of every teacher who has the privilege of using the system. More importantly, it should be a source of unprecedented intellectual stimulation to Stephens students for years to come.

With the opening of this extraordinary facility, Stephens College once again asserts its position of leadership on the frontiers of higher learning.

Dr. Alvin C. Eurich, President
Aspen Institute for
Humanistic Studies
Aspen, Colorado

Learning Laboratories are used primarily for language instruction, but also are used by other departments. A control room contains instructors' consoles and recording booths as well as projection equipment.





The closed circuit television system enables students in the performance arts such as music or drama to tape and appraise their work. Previously owned audio-visual and television equipment has been integrated with the new, a pattern followed throughout the Quadrangle in the selection of equipment.

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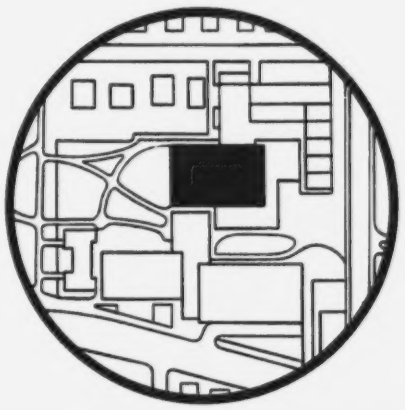
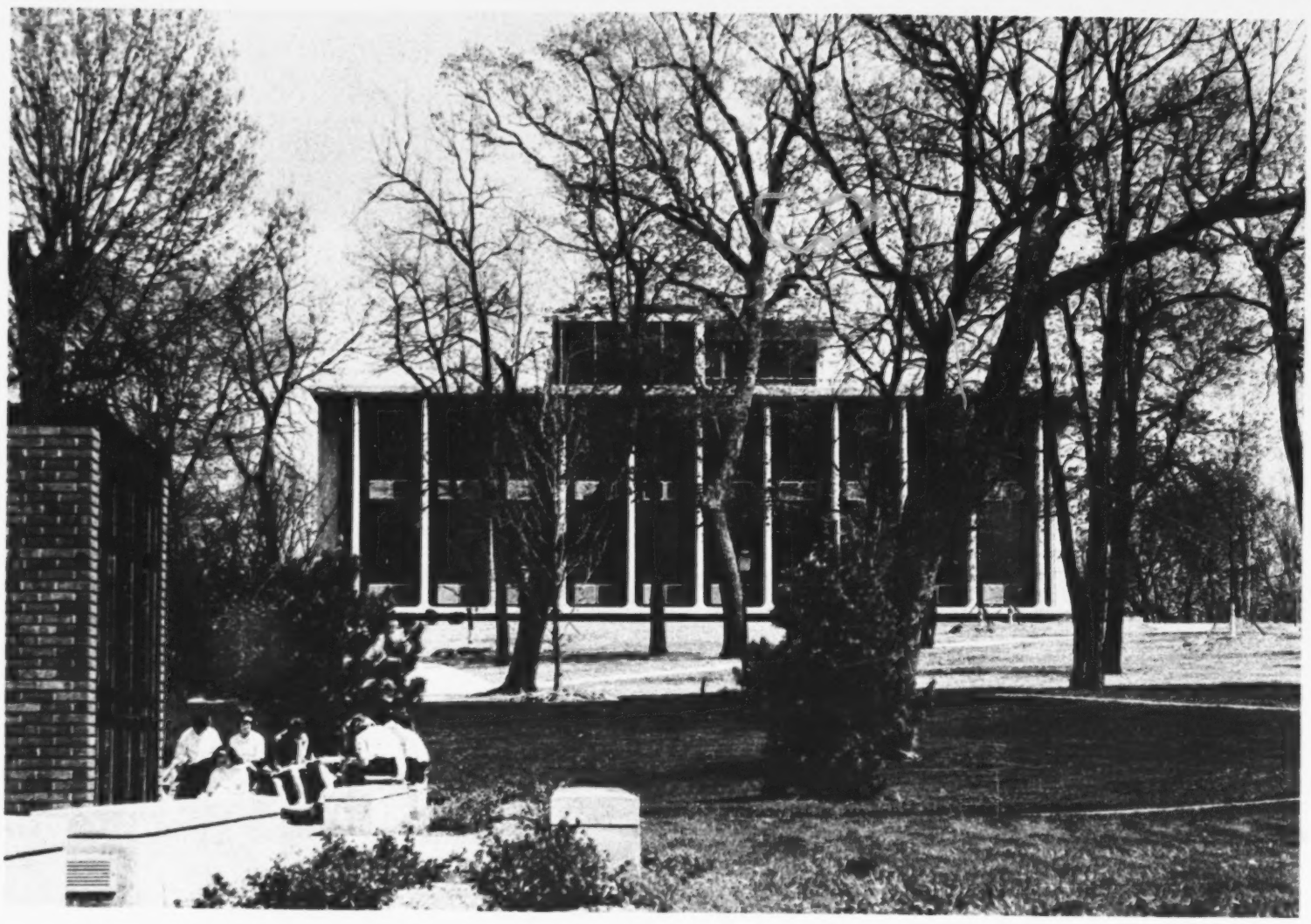


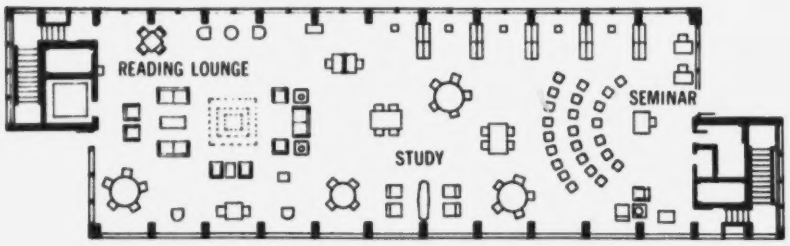
Hugh Stephens Resources Library



The central building of the Quadrangle is the Hugh Stephens Resources Library, where recorded information in various forms is stored and made available for teaching and learning. The library houses more than 75,000 printed volumes and incorporates film, sound and graphic collections along with books and periodicals. It provides complete technological listening and viewing facilities, for individual or group use, as well as a choice of many different reading and study areas.

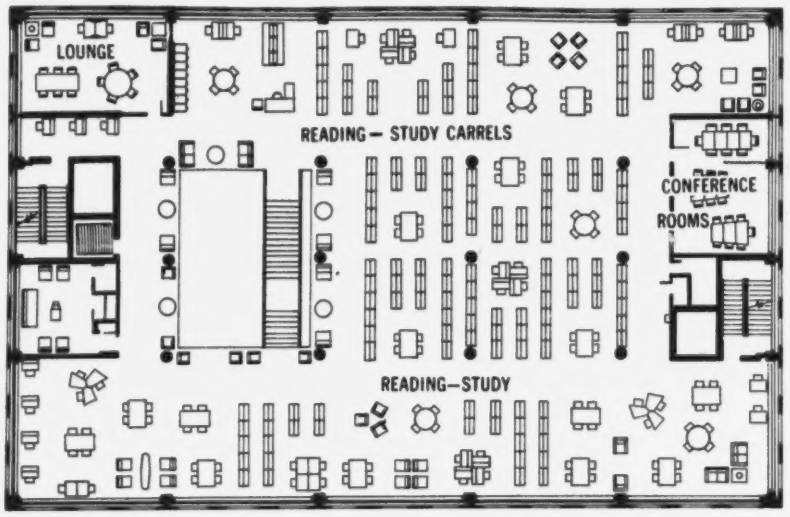
Seating has been given privacy by placing listening-viewing carrels in groups, tables among the stacks, and study areas around the perimeter of the library with stacks serving as partitions. Office-seminar rooms of the literature faculty are immediately adjacent to the literature collection in the stacks.

Conference rooms are provided, and there are areas of quiet retreat for informal conversations and discussions.



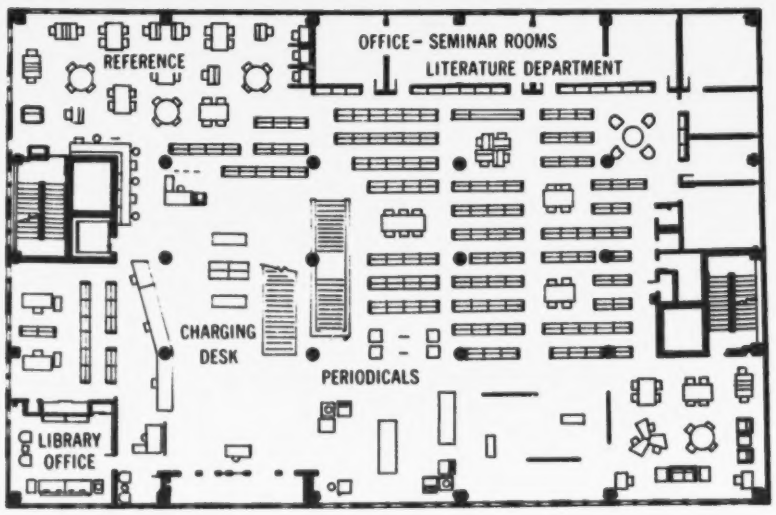
Alumnae Penthouse Study

- Reading Lounge
- Study
- Seminar



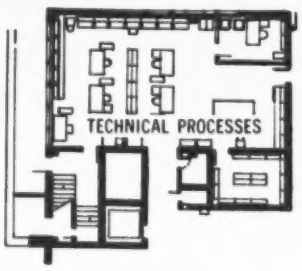
Mezzanine

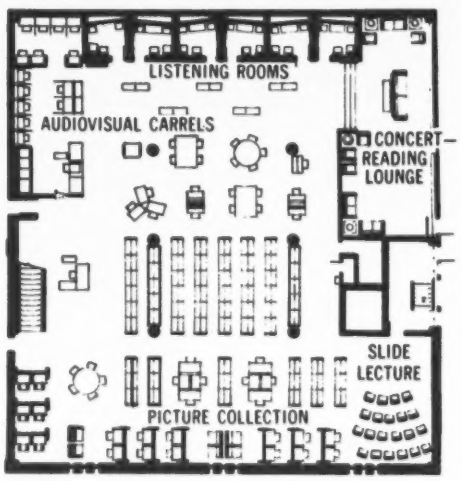
- Reading-Study Carrels
- Conference Rooms
- Lounge



Main Floor

- Charging
- Reference
- Periodicals
- Office-Seminar Rooms — Literature Department
- Library Office





Terrace Level

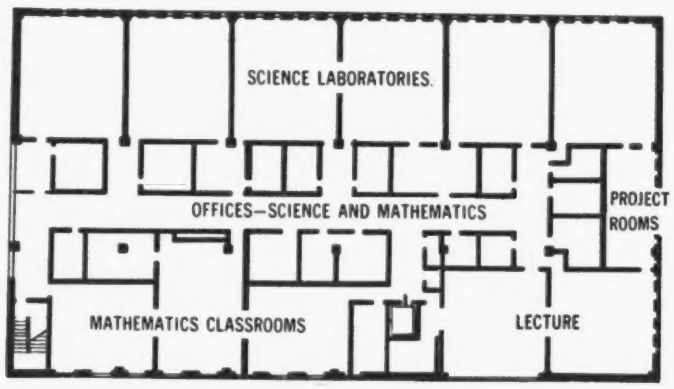
- Concert-Reading Lounge
- Listening Rooms
- Audiovisual Carrels
- Picture Collection
- Technical Processes

Science Hall

Helis Communication Center, on two floors of Science Hall, houses television, radio and film studios. Although programing can be originated from any point on the coaxial system throughout the learning center, most information will be disseminated from Helis Communication Center. There are two, two-story-high television studios, each with its own control room adjacent to a large master control area. Also, two radio stations provide closed circuit and FM broadcast radio, and stereophonic recording and reproduction equipment. Other facilities are a film production studio, graphic arts studio, dark room, and a facuity materials preparation workshop.

The two-story-high Windsor Auditorium, seating 300, is also located in Helis Communication Center. The multi-purpose teaching auditorium provides for remote control of audiovisual aids by lecturers, and for sending presentations by closed-circuit TV.

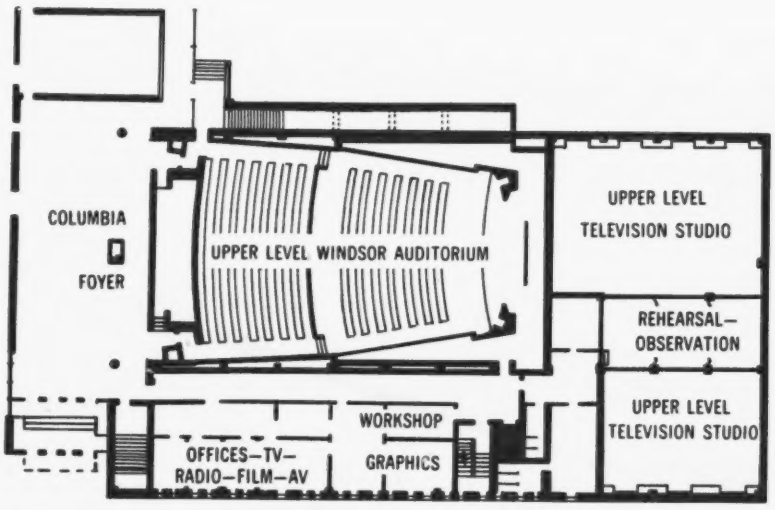
The E. S. Pillsbury Science Center, on the top floor of Science Hall, is designed for optimum use of educational media in science laboratories and the lecture room, and in mathematics classrooms. Laboratories can be used interchangeably by the various sciences with minor modifications, and among them there is a variety of arrangement of equipment. Laboratories and the lecture room are equipped to receive or originate television, and provision is made for moving portable demonstration tables and equipment down the elevator to Windsor Auditorium when the larger facilities are desirable.



Top Floor

E. S. PILLSBURY SCIENCE CENTER

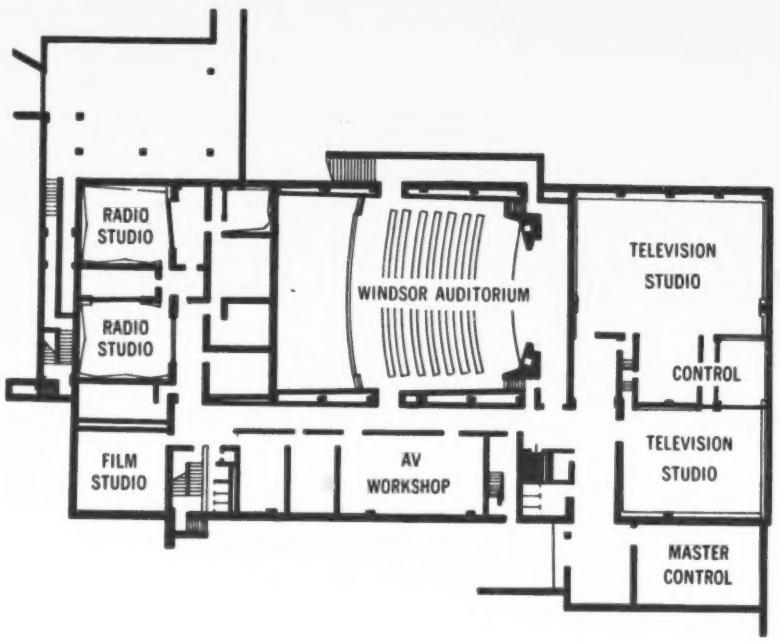
- Science Laboratories
- Project Rooms
- Lecture
- Offices — Science and Mathematics



Second Floor

HELIS COMMUNICATION CENTER

- Upper level of Windsor Auditorium and Television Studios
- Graphic Arts and Faculty Workshop
- Rehearsal-Observation
- Offices — TV-Radio-Film-AV

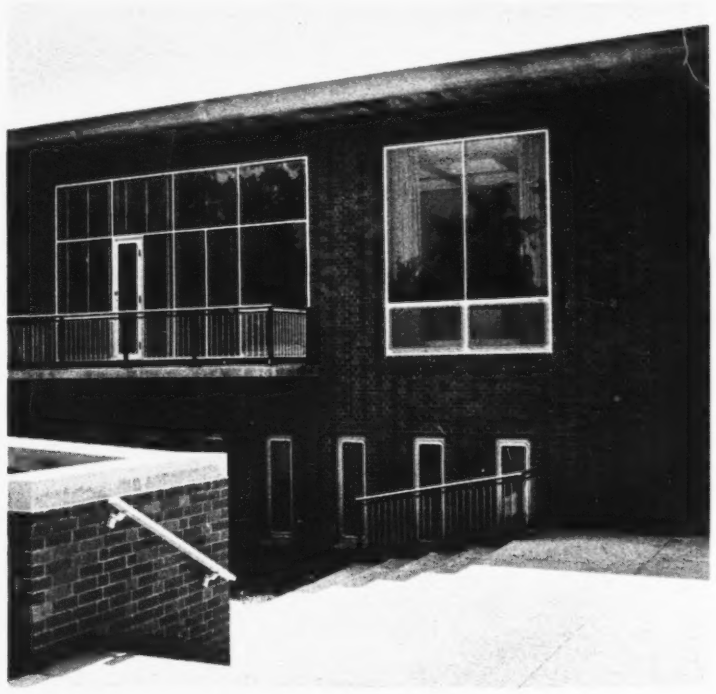


First Floor

HELIS COMMUNICATION CENTER

- Windsor Auditorium
- Television Studios
- Radio Studios
- Control Rooms
- Film Studio
- AV Workshop

Louise Dudley Hall

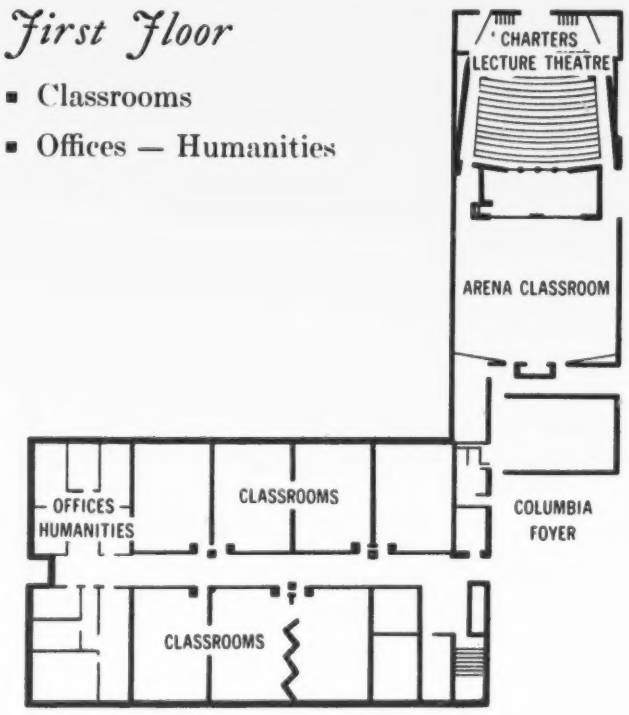


Classrooms in Louise Dudley Hall are fully equipped for convenient use of electronic teaching aids. Wall-mounted audiovisual control panels and mobile audiovisual teaching consoles permit the instructor to operate all equipment from his desk. Instructional walls facilitate the mounting of chalkboard, tackboard or shelving, and several of the classrooms are carpeted. Operable walls are installed between pairs of classrooms on each floor.

The Broadway entrance to the Quadrangle, the Columbia Foyer, is a lobby display area designed to serve as an informal exhibit space. Between the Columbia Foyer and the Resources Library are located the Arena Classroom and the adjoining Charters Lecture Theatre, both multi-purpose spaces. The Charters Lecture Theatre seats 128 persons, and has facilities for a wide range of educational media and a variety of kinds of presentation. The Arena Classroom is designed for varied uses, including a theatre-in-the-round. It may be divided by an operable wall, with each half of the room equipped with an audiovisual control panel.

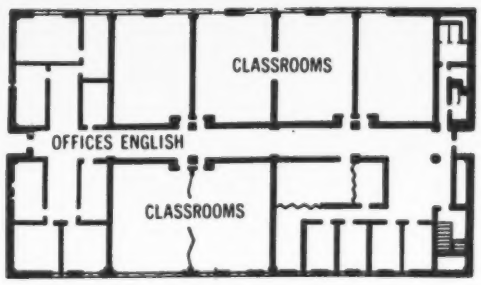
First Floor

- Classrooms
- Offices — Humanities



Second Floor

- Classrooms
- Offices — English



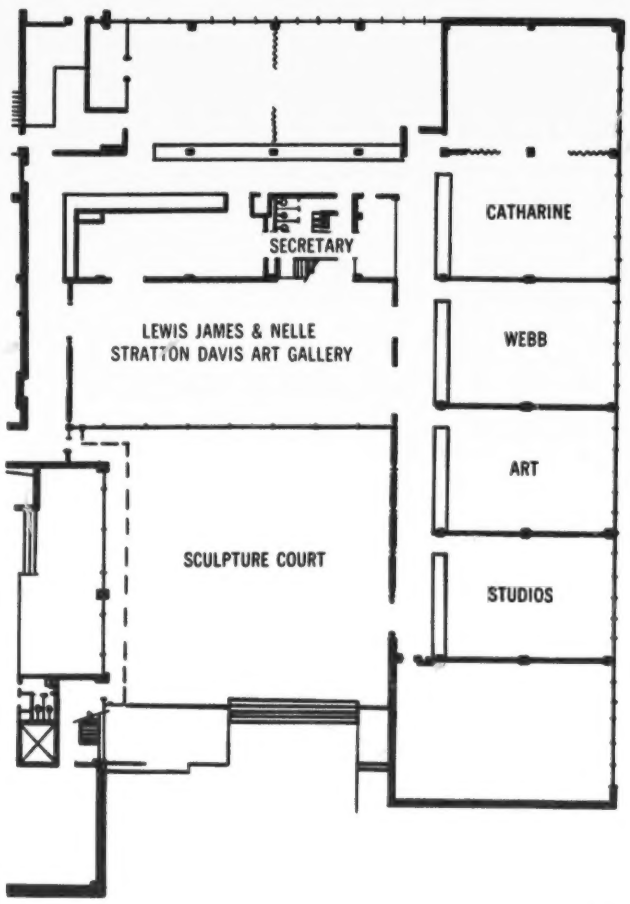
Fine Arts Center

The Fine Arts Center houses The Lewis James and Nelle Stratton Davis Art Gallery, which opens onto an outdoor sculpture court. In the indoor-outdoor space will be shown art exhibitions from the Stephens College collection and from loan collections. Audio-visual equipment is available for implementing gallery lectures, for both individual and group use.

The Catharine Webb Art Studios, designed for proper lighting under all conditions, accommodate classes in painting, drawing, sculpture, ceramics, design and graphics. Six faculty studios are provided on the second floor.

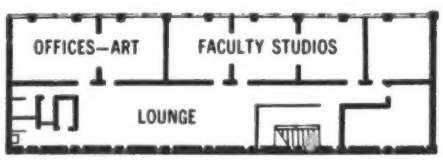
First Floor

- The Lewis James and Nelle Stratton Davis Art Gallery
- Sculpture Court (out-of-doors)
- Catharine Webb Art Studios



Second Floor

- Faculty Studios
- Lounge
- Offices — Art

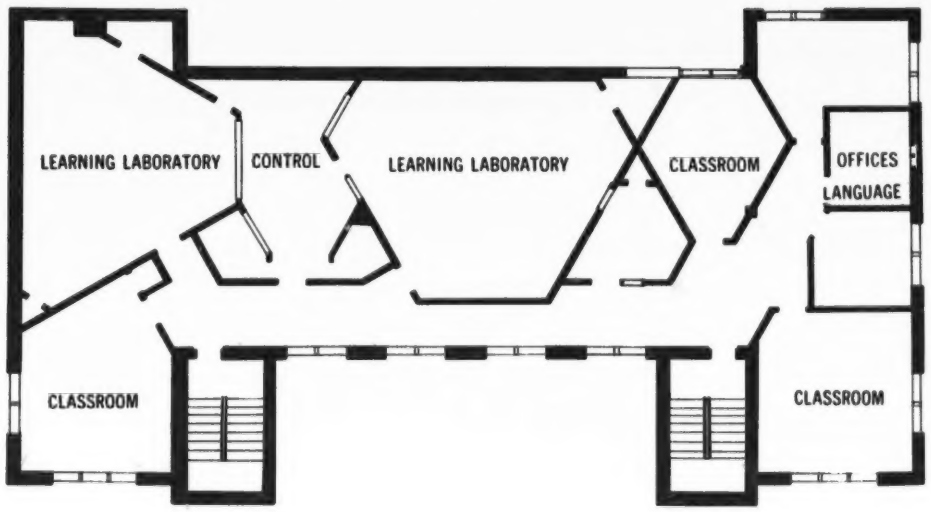


Walter Hall

The Quadrangle incorporates, in addition to its four new buildings, a fifth existing building, Walter Hall, which is completely renovated. Interior spaces in Walter Hall—a four-level building—represent ingenuity in floor plan arrangement to obtain maximum space within structural limitations.

The two learning laboratories on the fourth floor, although primarily language laboratories, are also used by other departments. The larger laboratory is equipped for listening, recording and playback, and the other for audio-active listening. A control room contains consoles for both laboratories.

(Illustrated—Fourth Floor)



Fourth Floor

- Learning Laboratories
- Classrooms
- Offices—Language

Third Floor

- Classrooms
- Offices—Language

Second Floor

- Classrooms
- Offices—Religion and Philosophy

First Floor

- Classrooms
- Offices—Religion and Philosophy
- Burrall Cabinet Room
- Burrall Activities Room

James Madison Wood Quadrangle

COST AND CONSTRUCTION INFORMATION

Project Size:

Science Hall	50,980 square feet
Louise Dudley Hall	17,780 square feet
Hugh Stephens Resources Library	44,340 square feet
Webb Art Studios and Davis Gallery	19,740 square feet
	132,840 square feet

Project Cost:

Construction	$2,936,000
Furnishings, equipment, landscaping and architects fees	712,000
	*$3,648,000

Construction cost per square foot: $22.07

* Exclusive of land costs and remodeling of Walter Hall.

Construction and Mechanical Systems:

Heating: circulating hot water

Air conditioning and ventilating: buildings are air conditioned throughout, primarily by ducted air system, other than the art studios

Structures: reinforced concrete; brick and Indiana limestone exterior finish

Architects:

Murphy and Mackey, Inc., St. Louis, Missouri; architect in charge, Theodore Wofford, A.I.A.

Mechanical Engineers:

Paul Londe and Associates, St. Louis, Missouri

Structural Engineer:

William C. E. Becker, St. Louis, Missouri

General Contractor:

Sharp Brothers Contracting Company, Kansas City, Missouri

Electrical Contractor:

Evans Electrical Construction Company, Kansas City, Missouri

Mechanical Contractor:

J. Louis Crum Corporation, Columbia, Missouri

Electronics Contractors:

General Electric Co.; Staples-Hoppman, Inc., Alexandria, Virginia; Thompson Ramo Wooldridge, Inc., Columbus, Ohio; Ampex Corporation, Redwood City, California

Interior Design:

S. T. Cherry and Vera Hall, Remington Rand Design and Planning Center

Consultants

Environmental Studies:

Dr. Margaret Mead, American Museum of Natural History

Dr. Edgar Anderson, Department of Botany, Washington University

Eldridge Spencer, Architect, San Francisco, California

Zach R. Stewart, Architect, San Francisco, California

Educational Space Design:

Dr. Adrian Terlouw, Eastman Kodak Co.

Kim Yamasaki, Industrial Designer, Chicago, Illinois

Educational Media Technological Systems:

R.C.A. Educational Advisory Services, John W. Wentworth, Project Director

Sol Cornberg, Sol Cornberg Associates, Inc.

Philip Lewis, Board of Education, Chicago, Illinois

Richard Lewis, San Jose State College

Library Planning:

Dr. Ralph Ellsworth, University of Colorado

Acoustics:

Bolt, Beranek and Newman

The remodeling of Walter Hall was designed by Shaver and Company, architects, Salina, Kansas, and Burgess, Latimer and Miller, engineers, Topeka, Kansas. Reconstruction was executed by the B. D. Simon Construction Company, Columbia, Missouri.

Stephens College

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